

Education in India.

Vol. I 1961-62

1966

SECRET

The purpose of this Report is to present a summary of the statistical data collected with the various systems of education and give the statistical data to be of interest to planners, educational, educational administrators and students of education.

The Report is mainly factual except the last Chapter, which gives a summary of the progress and indicates broad trends of developments in selected fields of education.

The statistics of Goa, Daman and Diu have not been received in full for the year 1961-62 and the Union Territory has, therefore, been excluded from the body of this report. However, the available statistics of this Territory are given separately in the form of an appendix. The consolidated all-India statistics and appendices on State Directorates and Inspectorates and the scales of pay of teachers in Primary, Middle and High/Higher Secondary Schools are being published in Vol. II and Vol. II-A respectively of this publication.

I should like to express my thanks to the Directorates of Education and other educational authorities in the States for their co-operation in supplying the requisite data for this Report.

P. N. KIRPAL

New Delhi
Dated 11th April, 1966

Secretary and Educational Adviser
Government of India

PREFACE

This publication reports on the progress of education in India during 1957-58. It deals with all the major aspects of education in the country and contains detailed statistics likely to be of interest to planners, educationists, educational administrators and students of education.

The Report is mainly factual. In the last chapter, however, an attempt has been made to present data pertaining to the previous quinquennium on certain important aspects of education and indicate broad trends of development.

The consolidated all-India tables and appendices on State Educational Directorates and Inspectorates and on the scales of pay of teachers in primary, middle and high schools under various types of management are being published as Vol. II of this publication.

I should like to express my thanks to the Directorates of Education and other educational authorities in the State for their co-operation in supplying the data on which this Report is based.

NEW DELHI
December, 1961

P. N. KIRPAL
*Educational Adviser to the
Government Of India.*

CONTENTS

PAGE

EXPLANATIONS	ix
------------------------	----

CHAPTERS

I—GENERAL SURVEY	1
II—EDUCATIONAL ORGANISATION AND PERSONNEL	33
III—PRIMARY EDUCATION	40
IV—BASIC EDUCATION	72
V—SECONDARY EDUCATION	97
VI—UNIVERSITY EDUCATION	159
VII—TRAINING OF TEACHERS	206
VIII—PROFESSIONAL AND TECHNICAL EDUCATION	228
IX—SOCIAL EDUCATION	270
X—MISCELLANEOUS	
1. PRE-PRIMARY EDUCATION	290
2. AESTHETIC EDUCATION	291
3. EDUCATION OF THE HANDICAPPED	298
4. EDUCATION OF SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD CLASSES	302
5. EDUCATION OF GIRLS	303
6. PHYSICAL EDUCATION AND SPORTS	309
7. YOUTH WELFARE ACTIVITIES	311
8. SCOUTING AND GUIDING	312
9. NATIONAL AND AUXILIARY CADET CORPS	314
10. SCHOOL MEALS	316
11. MEDICAL INSPECTION OF SCHOOL CHILDREN	317
12. EDUCATION OF DISPLACED STUDENTS	318
13. INDIAN STUDENTS ABROAD	319
XI—STATISTICAL SURVEY	323

ILLUSTRATIONS

	FACING PAGE
1. Progress of Education in India	10
2. All Institutions by Type	14
3. Recognised Institutions by Management	16
4. Pupils Receiving General Education	20
5. Expenditure on Education by Sources	24
6. Expenditure on Education by Heads of Charge	26
7. Cost per Capita	29
8. Schools by Managements	46
9. Percentage of Trained Teachers in Primary Schools	64
10. Percentage of Trained Teachers in Middle Schools	126
11. Percentage of Trained Teachers in High/Higher Secondary Schools	145
12. Teacher-Pupil Ratio	148
13. Output of Graduates	203
14. Distribution of Pupils Receiving Professional Education	240
15. Social Education	270
16. Education of the Handicapped	298

TABLES

PAGE

General Survey

I—Number of Institutions by Type	12
II—Number of Recognised Institutions by Management	15
III—Number of Institutions by States	16
IV—Number of Pupils by Type of Institutions	18
V—Number of Pupils in Recognised Institutions by Management	20
VI—Number of Pupils in Recognised Institutions by Stages of Instruction	21
VII—Number of Pupils by States	22
VIII—Expenditure on Education by Sources	24
IX—Expenditure on Education according to Heads of Charges	25
X—Indirect Expenditure on Education by Sources	26
XI—Direct Expenditure on Institutions by Management	27
XII—Distribution of Government Expenditure on Education	28
XIII—Expenditure on Education by States	30

Educational Organisation and Personnel

XIV—Distribution of State Educational Services According to Branches	34
XV—State Educational Service—Classes I and II	36
XVI—Expenditure on Direction and Inspection	38

Primary Education

XVII—System of School Classes at Primary Stage	44
XVIII—Number of Primary Schools by Managements	46
XIX—Number of Primary Schools by States	48
XX—Number of Pupils in Primary Schools	52
XXI—Number of Pupils in Primary Classes	54
XXII—Educational Facilities for the Children of the Age-Group 6—11	56

TABLES—(Contd.)

	PAGE
XXIII—Girls in Primary Schools	58
XXIV—Number of and Enrolment in Single-Teacher Primary Schools	59
XXV—Statistics of Compulsory Primary Education by States	60
XXVI—Number of Teachers in Primary Schools	62
XXVII—Minima and Maxima of Pay Scales of Teachers in Government Primary Schools	65
XXVIII—Direct Expenditure on Primary Schools by Sources	66
XXIX—Direct Expenditure on Primary Schools by Management	66
XXX—Direct Expenditure on Primary Schools by States	68

Basic Education

XXXI—Number of Basic Schools	80
XXXII—Number of Pupils in Basic Schools	84
XXXIII—Number of Teachers in Basic Schools	86
XXXIV—Direct Expenditure on Basic Schools by Sources	89
XXXV—Direct Expenditure on Basic Schools by States	90
XXXVI—Statistics of Teachers' Training Schools (Basic Training)	92
XXXVII—Statistics of Teachers' Training Colleges (Basic Training)	94

Secondary Education

XXXVIII—System of School Classes at Secondary Stage	106
XXXIX—Number of Middle Schools by Managements	111
XL—Number of Middle Schools by States	113
XLI—Management of Middle Schools by States	114
XLII—Number of Pupils in Middle Schools	116
XLIII—Number of Pupils at Middle Stage	118
XLIV—Educational Facilities for the Children of the Age-Group 11—14	120
XLV—Number of Girls in Middle Schools	122
XLVI—Number of Teachers in Middle Schools	124
XLVII—Minima and Maxima of Pay Scales of Trained Teachers in Government Middle Schools	126
LVIII—Direct Expenditure on Middle Schools by Sources	127
XLIX—Direct Expenditure on Middle Schools by States	128
L—Number of High and Higher Secondary Schools	134

TABLES—(Contd.)

	PAGE
LI—Management of High and Higher Secondary Schools by States	136
LII—Number of Pupils in High and Higher Secondary Schools	138
LIII—Number of Pupils at High and Higher Secondary Stage	140
LIV—Educational Facilities for Children of the Age-Group 14-16/17	142
LV—Number of Girls in High and Higher Secondary Schools	144
LVI—Number of Teachers in High and Higher Secondary Schools	146
LVII—Minima and Maxima of Pay Scales of Trained Graduate Teachers in Government High Schools	149
LVIII—Direct Expenditure on High and Higher Secondary Schools by Sources	150
LIX—Direct Expenditure on High and Higher Secondary Schools	152
LX—Results of Matriculation and Equivalent Examinations	156
<i>University Education</i>	
LXI—Universities in India (Jurisdiction, Type and Faculties)	170
LXII—Number of Colleges by Management	177
LXIII—Number of Colleges by States	178
LXIV—Number of Pupils in Universities and Colleges	182
LXV—Number of Pupils receiving General, Professional and Special Education at University Stage by States	184
LXVI—Distribution of Pupils at University Stage.	188
LXVII—Number of Girls Studying for Higher Education	190
LXVIII—Number of Teachers in Universities and Colleges by States	192
LXIX—Pay Scales of Teachers in University Teaching Departments	194
LXIXA—Statistics of Evening Colleges.	196
LXX—Direct Expenditure on Universities and Colleges by Sources	197
LXXI—Direct Expenditure on Universities and Colleges by States	198
LXXII—Results of Examinations	203
LXXIII—Number of Passes in Different University Examination by States	204

TABLES—(Contd.)

PAGE

Training of Teachers

LXXIV—Number of Teachers' Training Schools . . .	212
LXXV—Number of Pupils in Teachers' Training Schools .	214
LXXVI—Direct Expenditure on Teachers' Training Schools by Sources	216
LXXVII—Direct Expenditure on Teachers' Training Schools by States	218
LXXVIII—Number of Teachers' Training Colleges . . .	220
LXXIX—Number of Pupils in Teachers' Training Colleges .	222
LXXX—Direct Expenditure on Teachers' Training Colleges by Sources	224
LXXXI—Direct Expenditure on Teachers' Training Colleges by States	226

Professional and Technical Education

LXXXII—Statistics of Vocational and Technical Schools by Type	236
LXXXIII—Statistics of Vocational and Technical Schools by States	238
LXXXIV—Statistics of Agricultural Schools	241
LXXXV—Statistics of Arts and Crafts Schools	242
LXXXVI—Statistics of Commerce Schools	243
LXXXVII—Statistics of Engineering Schools	244
LXXXVIII—Statistics of Forestry Schools	245
LXXXIX—Statistics of Marine Training Schools	245
XC—Statistics of Schools for Medicine and Veterinary Science	246
XCI—Statistics of Schools for Physical Education	247
XCII—Statistics of Technical and Industrial Schools	248
XCIII—Statistics of Professional and Technical Colleges by Type	250
XCIV—Statistics of Professional and Technical Colleges by States	254
XCV—Statistics of Agricultural Colleges	256
XCVI—Statistics of Commerce Colleges	258
XCVII—Statistics of Engineering Colleges	260
XCVIII—Statistics of Colleges for Forestry	261
XCIX—Statistics of Law Colleges	263
C—Statistics of Medical Colleges	264

TABLES—(Contd.)

	Page
CI—Statistics of Colleges for Physical Education . . .	265
CII—Statistics of Colleges for Technology . . .	267
CIII—Statistics of Colleges for Veterinary Science . . .	268
<i>Social Education</i>	
CIV—Statistics of Social Education	286
<i>Miscellaneous</i>	
CV—Statistics of Pre-Primary Schools	292
CVI—Statistics of Schools for the Handicapped	306
CVII—Statistics of Education of Scheduled Castes, Scheduled Tribes and Other Backward Communities	304
CVIII—Distribution of Girls and Boys in Recognised Institutions	360
CIX—Strength of Bharat Scouts and Guides	313
CX—Statistics of National Cadet Corps	314
<i>Statistical Survey</i>	
CXI—Pupils undergoing Elementary Education, 1952-57	323
CXII—Educational Facilities for the Age-group (6—14), 1952-57	324
CXIII—Number of Primary Schools, 1952-57	325
CXIV—Number of Primary Schools by Management, 1952-57	326
CXV—Enrolment at the Primary Stage, 1952-57	326
CXVI—Educational Facilities for the Age-Group (6—11), 1952-57	327
CXVII—Pupils Outside the Age-group 6—11 in Classes I-V, 1952-57	327
CXVIII—Wastage and Stagnation, 1952-57	328
CXIX—Wastage in Different Classes	329
XX—Teachers of Primary Schools, 1952-57	329
CXXI—Expenditure on Primary Schools by Sources, 1952-57	330
CXXII—Teachers' Salaries in Primary Schools, 1952-57	331
CXXIII—Number of Middle Schools, 1952-57	331
CXXIV—Number of Middle Schools by Management, 1952-57	332
CXXV—Enrolment at Middle Stage, 1952-57	332
CXXVI—Enrolment in Classes VI—VIII, 1952-57	333
CXXVII—Teachers in Middle Schools, 1952-57	333
CXXVIII—Direct Expenditure on Middle Schools by Sources, 1952-57	334

TABLES—(Contd.)

	PAGE
CXXXIX—Expenditure on Salaries of Middle School Teachers, 1952-57	334
CXXX—Number of Basic Schools, 1952-57	335
CXXXI—Junior Basic versus Primary Schools and Senior Basic versus Middle Schools, 1952-57	336
CXXXII—Enrolment in Basic Schools, 1952-57	336
CXXXIII—Expenditure on Basic Schools, 1952-57	337
CXXXIV—Teachers in Basic Schools, 1952-57	338
CXXXV—Number of High/Higher Secondary Schools, 1952-57	339
CXXXVI—Number of Students at High Stage, 1952-57	339
CXXXVII—Enrolment in Classes IX—X/XI, 1952-57	340
CXXXVIII—Teachers in High/Higher Secondary Schools, 1952-57	340
CXXXIX—Expenditure on High/Higher Secondary Schools by Sources, 1952-57	341
CXL—Salaries of High/Higher Secondary School Teachers, 1952-57	341
CXLI—Results of Matriculation and Equivalent Examination, 1952-57	342
CXLII—Number of Institutions for Higher Education, 1952-57	342
CXLIII—Enrolment at the University Stage, 1952-57	343
CXLIV—Enrolment for General Education by Stages, 1952-57	343
CXLV—Enrolment in Professional Subjects Collegiate Stage, 1952-1957	344
CXLVI—Expenditure on Institutions for Higher Education, 1952-1957	344
CXLVII—Expenditure on Universities and Colleges by Sources, 1952-57	345
CXLVIII—Examination Results, 1952-57	345
CXLIX—Number of Vocational and Special Schools, 1952-57	346
CL—Enrolment in Vocational and Special Schools, 1952-57	347

EXPLANATIONS

1. **Academic Year**—For the sake of uniformity the academic year in these tables is taken to coincide with the financial year, i.e., from 1st April, 1957 to 31st March, 1958.

2. **Recognised Institutions** are those in which the courses of study followed are those prescribed or recognised by the Government or by a University or by a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Government or the University or the Board.

3. **Unrecognised Institutions** are those which do not come under the above definition of recognised institutions.

4. **Enrolment**—For definiteness, the enrolment in the institutions on 31st March of the year in question is taken.

5. **Expenditure**—In calculating the expenditure from Government, District Board or Municipal Board Funds, all payments or contributions from fees and other sources which are credited to such funds, are deducted.

6. **Local Boards** include District, Municipal and Cantonment Boards, as well as town Area Committees and Janapad Sabhas.

7. **Examination Results** refer to those students who were educated during the current year. These include results of private candidates also.

8. **Indirect Expenditure** represents the amount incurred on direction, inspection, buildings, furniture, scholarships, hostels and other miscellaneous items. Its nature is such that it cannot be apportioned to each type of institution.

9. All statistics refer to Recognised Institutions only.

10. Institutions which were exclusively or mainly meant for girls have been classified as girls' institutions and the remaining as boys' institutions.

CHAPTER I

GENERAL SURVEY

The year 1957-58—the second year of the Second Five-Year Plan—was characterised by an all-round development of education in the country, involving a substantial increase both in the number of institutions and pupils.

Main Developments in the Central Sector—

With the swearing in of the Union Cabinet in April, 1957, after the second general election, the Central Ministry of Education was reconstituted. The Scientific Research Division of the former Ministry of Natural Resources and Scientific Research was transferred to it and the Ministry was renamed as Ministry of Education and Scientific Research. The reconstituted Ministry consisted of three Departments, namely Department of Education, Department of Cultural Activities and Physical Education, and Department of Scientific Research and Technical Education.

In the field of Elementary education, despite the accelerated pace of progress during the year, the country was far behind the goal, set in article 45 of the constitution, of providing universal, free and compulsory education to all children up to the age of 14 years by 1960. Accordingly, the Educational Panel of the Planning Commission reviewed the position and recommended, *inter alia* that education in the age-group of 6-11 years could be made compulsory by the end of the third plan period at the latest. The Conference of Education Ministers, held in September, 1957 endorsed this recommendation, which, in principle, was later on approved by the Union Cabinet also.

To advise Government on Primary education in general and the preparation of programmes for the smooth and early implementation of the above decision in particular, the All India Council for Elementary was set up during the year. At its first meeting held in March, 1958, the Council recommended that expansion of Elementary education be treated as an emergency problem and every effort be made to achieve the target by 1965-66. The Council suggested several steps, such as, provision of free books, mid-day meals and other incentives for children of backward areas and poorer classes, in addition to the enforcement of compulsion through legislation. The State Governments and Union Territories were advised to introduce free and compulsory primary education immediately in a few selected community development areas/national extension service blocks as pilot projects.

The National Institute of Basic Education, which completed the second year of its existence during the year, conducted research in several problems of education. The Institute started a quarterly Journal on Basic education and also published pamphlets on “Basic Activities for Non-Basic Schools”, “Exhibition in Basic Education” and “Basic Education Abstracts”.

The Standing Committee of the Central Advisory Board of Education on Basic Education, at its meeting in August, 1959, recommended the integration

of Post-basic education with Secondary education. The Government accepted the suggestion and appointed a Committee to evolve methods of effective integration. Central assistance to the extent of 50 per cent of the expenditure involved was offered to State governments for the establishment of Post-basic schools. Out of the total provision of Rs. 40 lakhs for the entire plan period, Rs. 8 lakhs were provided for this scheme during the year.

For schemes relating to Elementary (including Basic) education, the Central Government sanctioned grants totalling to Rs. 611·62 lakhs, Rs. 603·53 lakhs to the various State governments and Rs. 8·09 to the Union Territories during the year. Under another scheme, financial assistance to the tune of Rs. 2·53 lakhs was sanctioned to voluntary organisations working in the field of Elementary education. The scope of the scheme regarding improvement of salary scales of primary teachers was extended to teachers of middle stage also.

Under the scheme to relieve educated unemployment, a sum of Rs. 4·46 lakhs was sanctioned to various State governments during 1957-58. Practically all the 80,000 teachers and 2,000 social workers had been appointed under this scheme by the end of this year.

In the field of Secondary education, the scheme relating to the improvement of Secondary education, which includes mainly the conversion of existing high schools into higher secondary and multi-purpose schools, made good progress. During this year, 155 high schools were converted to multi-purpose type and 231 into higher secondary ones. A sum of Rs. 2·69 crores was sanctioned to State governments for the purpose. This amount also covered the newly initiated scheme of improvement in the salary scales of secondary school teachers.

Under the scheme for the introduction of Agricultural and Science Courses in rural secondary schools, eighty agricultural and ten science courses were started. Grants amounting to Rs. 9·3 lakhs, as first instalment of Central share, were sanctioned during 1957-58 out of a total provision of Rs. 10 lakhs for this scheme.

The All-India Council for Secondary Education opened 29 extension service departments in various training colleges during the year, in addition to the 23 extension service departments set up during the first plan period. The Council continued to organise regional and State seminars of Headmasters and subject teachers and seminar-cum-training courses during the year. Science teaching at secondary stage was sought to be improved by establishing science clubs at schools, laboratory planning and designing of science equipment. A pilot Examination Unit was set up in the Council to devise measures for the improvement of examination system in the country.

The scheme for the promotion of research work in problems of Secondary education was continued during the year and a sum of Rs. 2 lakhs was provided for this purpose. 28 research projects were carried out in various training colleges and university teaching departments. A seminar of training colleges was organised at Bangalore on the 11th and 12th May, 1957 at which reports of the research work done by them were discussed.

Under the scheme to appoint Hindi teachers in secondary schools in non-Hindi speaking areas, the Central Government gave a grant of Rs. 1·59 lakhs to the States of Andhra, Kerala and Orissa and the Union Territories of Tripura and Manipur. 332 Hindi teachers were appointed during the year.

The Central Bureau of Educational and Vocational Guidance devoted its attention, during the year, to (i) providing field services, (ii) preparing/adopting psychological tests, guidance filmstrips, posters, manuals, etc., (iii) giving assistance to guidance organisations and teachers' colleges for conducting guidance personnel training courses, and (iv) bringing out publications and holding Committees, Conferences, and Exhibitions, etc. The Bureau also conducted curricular guidance and occupational orientation in standards VIII and XI in two schools of Delhi. It assisted three schools in setting up and planning the work of their guidance units.

During 1957-58, the Central Bureau of Text Book Research concentrated on evolving a unified syllabus for basic and non-basic primary and middle schools in Delhi, on the analysis of the concepts contained in the text-books for the different school grades in Delhi, and on the preparation of a paper on "Pure Academic Research in Vocabulary Load and Concept Limitations for the Different Grades". It also helped the State governments in preparing and producing text books on different subjects. The Bureau published a pamphlet entitled, "Text Book Selection Procedures in India".

Progress in the field of University education was fully maintained. The Conference of Education Ministers held in September, 1957, endorsed the report of the Committee appointed to work out estimates of expenditure for the introduction of the three-year degree course. The Committee recommended that the expenditure should be shared by the Central Government and University Grants Commission on the one hand and State governments and private enterprise on the other in equal proportions. By the end of 1957-58, thirty universities had either introduced the three year degree course or had accepted the scheme in principle.

The University Grants Commission continued to assist in improving the pay scales of teachers in universities and colleges. Five more universities implemented this scheme during the year. Grants amounting to Rs. 7,32,860 were sanctioned to the various universities for this purpose.

The University Grants Commission also prepared a scheme for the revision of pay scales of teachers in affiliated colleges according to which State/Government/University/College was to share 50 per cent of the increased expenditure in case of men's colleges and 25 per cent in the case of women's colleges, the rest being borne by the University Grants Commission. The following pay-scales were recommended—

Principals	Rs. 600—40—800
Head of the Departments	Rs. 400—25—700
Lecturers	Rs. 200—15—320—20—500
Tutors and Demonstrators	Rs. 150—200

The Universities of Bombay, Calcutta, Osmania and Poona agreed to adopt these scales in some of their constituent and affiliated colleges.

The reports of the Committee set up to go into the question of minimum qualifications for different categories of university teachers was received and referred to universities for comments.

Development grants amounting to Rs. 1.89 crores were paid to the various universities by the U.G.C. This included a sum of Rs. 25.98 lakhs given to the Central Universities.

The reports of the study team which went to U.K. and U.S.A. to study 'General Education Courses' was received. It was discussed at a conference held at Hyderabad in December, 1957. The introduction of General Education Courses was accepted in principle by almost all the universities and many of them had actually introduced these courses in one form or the other by the end of 1957-58.

A Conference of Vice-Chancellors of all Indian Universities, Education Secretaries of all States and other eminent educationists was held at New Delhi from 30th July to 1st August, 1957, to discuss problems of University Administration. The major topics discussed at the Conference related to (1) Vice-Chancellors' Office; (2) Problem of University Finance; (3) Constitution and Composition of University Bodies; (4) Problems affecting University Teachers; (5) Problems affecting University Students; (6) Relation between Universities and Boards of Secondary Education.

Under the India Wheat-Loan Exchange Programme, foreign assistance in the form of library books, laboratory equipment and experts, etc., was continued to be received from the U.S.A. During the year, six educationists from different universities of U.S.A. visited India under this programme. In cooperation with the Ministry of Community Development, 2,000 University students and teachers were selected for participation in the scheme for granting apprenticeship in Village Development during 1957. The scheme aimed at developing a realistic spirit of social service and responsible understanding of the problem of rural reconstruction in India. The scheme is being financed out of the funds made available for the purpose by the Ford Foundation in India.

The Rural Institutes maintained their progress during 1957-58. Some new courses were introduced in some of these institutes during the year. Stipends were also offered to poor but meritorious students taking up courses in these Institutes and the amount disbursed during the year on this account totalled to Rs. 1.21 lakhs. Besides, grants amounting to Rs. 18.22 lakhs were paid to the rural institutes.

Technical education made good progress during the year. It was decided to establish the Southern and Northern Technological Institutes at Madras and Kanpur respectively. A scheme was formulated for the expansion of existing 19 engineering colleges and 50 polytechnics and the idea of setting up of 3 new engineering colleges and 6 polytechnics by private agencies was approved. Under the State plans, 6 engineering colleges and 17 polytechnics started functioning during the year. Central assistance to the extent of Rs. 34.29 lakhs was sanctioned to the State Governments for the scheme that over-flowed from the 1st Five Year Plan as well as for the implementation of those of the Second Plan.

The question of qualifications for admission to engineering and technological colleges and polytechnics in the light of the new pattern of Secondary education was examined by bodies like the All India Council for Technical Education, the Inter University Board, etc. It was recommended that the first degree courses in Engineering and Technology should be an integrated course of five years after the higher secondary course.

In the field of Social Education, the National Fundamental Education Centre started the training of District Social Education Organisers to enable them to coordinate all social education activities in their jurisdiction. The production of literature for neo-literates and children received impetus through the various prize competitions held by the Ministry and such other schemes as the production of model and popular books, holding of literary workshops, etc. The National Book Trust started functioning during the year.

Girls' education which had lagged considerably behind boys' education received special attention of Government during the year. Special schemes for the expansion of girls' education and training of women teachers were taken up. Under this programme Central assistance to the extent of 75 per cent was made available to the States.

In the field of Audio-Visual education, a large number of films, filmstrips and other equipments were added to the Central Film Library of the Ministry of Education. At the request of this Ministry, the All India Radio set up an Advisory Committee to advise on the production of gramophone records for use in secondary schools. The Ordnance Factory, Dehra Dun, designed a 35mm film strip projector for use in educational institutions. A quarterly journal "Audio-Visual Education" was started in April, 1957. In addition to acquiring educational films from Malaya, Indonesia, Czechoslovakia and Canada on exchange basis, teaching notes of 18 foreign filmstrips were translated into Hindi.

In the field of Physical education, the main event was the establishment of the Lakshmibai College of Physical Education at Gwalior which started functioning from August, 1957. The Board of Physical Education and Recreation was reconstituted. The scope of the National Discipline Scheme which was originally meant for schools for displaced children was extended to other schools.

The Fourth Inter University Youth Festival was organised from 1st to 10th November, 1957. A larger number of university students participated in it than ever before. Financial assistance for various youth welfare activities like students' tours, youth leadership camps, dramatics, etc. were continued to be given during the year. A pilot scheme to survey the living conditions of university students was initiated in a few selected universities.

During the year, 995 labour and social service camps were organised in rural areas, in which 1,14,050 campers participated. Five universities and five State governments were given financial assistance for Camps Works Projects, such as construction of recreation halls-cum-auditoria, swimming pools, open air theatres, etc. In these projects, skilled and unskilled labour was required to be rendered by students and teachers also.

The Women's section of the Training Centre for the Adult Blind, Dehra Dun started functioning from the year under review. Unmarried blind girls between 18 and 30 were admitted for vocational training.

Scholarships to Indian students were available under various schemes of the Government of India as well as scholarships and fellowships offered by the United Nations and Unesco and those received under the Colombo Plan and Point Four Programme. In addition, scholarships and fellowships offered by 12 foreign governments and 11 foreign organisations and institutions were utilised. The Government of India also offered scholarships and other facilities to foreign students for studies in this country. University Grants Commission and universities also continued to give scholarships/fellowships to brilliant students in higher education. Merit scholarships and scholarships awarded to Scheduled Castes, Scheduled Tribes and Other Backward Class students continued to help in the democratisation of education in the country.

Central assistance was given to various States for the propagation and development of Hindi. Schemes for the preparation of terminological indices, investigation of terminological material and seminars continued during the year.

A seminar on the role of arts and crafts in Education and Community Development was organised by the Indian National Commission for Cooperation with Unesco at Adyar, Madras. Moreover, the Government of India participated in a number of conferences held abroad under the auspices of Unesco during the period under report. They also continued to participate in the Research Centre on Social Implications of Industrialisation in Southern Asia which was set up in Calcutta as a joint enterprise of Unesco and the Indian National Commission for Cooperation with Unesco.

The three Akademis—the Sahitya Akademi, Sangeet Natak Akademi and Lalit Kala Akademi—continued their activities during the year. Grants totalling to Rs. 14.70 lakhs were sanctioned to them.

Activities in external cultural relations received further impetus during the year. Cultural agreements were concluded with Poland and Rumania. Delegations were sent out to participate in the 2500th Anniversary Celebrations of the Lord Budha in Cambodia and Thailand, the 250th Anniversary Celebrations of the founding of the Technical University at Prague and International Congress of Orientalists in Germany. The Indian Hockey team participated in the Afghan *Jashan* Celebrations in Kabul. Cultural delegations from Nepal, the U.S.S.R., Rumania, Bhutan and Mangolia were received.

Main Developments in the States Sector

A brief account of the main developments in various States is given below:

Andhra Pradesh

The Talengana and Andhra wings of the Directorate of Education were integrated. The control of Technical education was transferred to the Department of Technical Education.

A special committee, with the Minister for Education as Chairman, was formed to advise the Government on all matters relating to Basic and Social education. To give fillip to Basic education, 200 new basic schools were opened and 599 elementary schools were converted to the basic type during the year.

Pre-university and three years' degree course were introduced in Sri Venkateswara and Osmania Universities, replacing the Intermediate and two years' degree course.

Assam

An office of the Inspectorate was opened in the Silchar area of the State.

Bihar

The pay scales of primary and middle school teachers were revised as follows :

<i>Old Scale</i>	<i>Revised Scale</i>
<i>(i) Trained Graduate—</i>	
Rs. 75—4—55—EB—5—120—3 —150	Rs. 100—5—125—EB—4—145—3 —157
<i>(ii) Untrained Graduate and Trained Intermediate—</i>	
Rs. 60—2—80—EB—2—100	Rs. 70—3—85—EB—4—105—2—111
<i>(iii) Trained Matric Craft Teacher—</i>	
No Scale	Rs. 50—2—70—EB—2—90
<i>(i) Untrained Matric Craft Teacher—</i>	
No Scale	Rs. 40—2—50—EB—1—60—2—75

Additional dearness allowance of Rs. 5 was sanctioned to all teachers with pay below Rs. 100 per month. The age of superannuation for secondary school teachers was raised from 55 to 60 years.

Bombay

The State Government appointed two committees to bring about integration in the educational development and educational administration of primary and secondary education in various regions of the State.

The following uniform scales were sanctioned for teachers in secondary schools in the areas of old Bombay State:

<i>(i) Graduates with B.T.</i> ..	Rs. 80—5—130—EB—6—160—8— 200
<i>(ii) Graduates with S.T.C. or T.D. and Graduates with D.P.Ed.</i> ..	Rs. 74—4—114—EB—4—130—6— 160
<i>(iii) B.A. or B.Sc.</i> ..	Rs. 70—2—74
<i>(iv) B.Com. or B.Sc. (Agri.)</i> ..	Rs. 70—5—130—EB—6—160—8— 200
<i>(v) Matric or S.S.C. with S.T.C, or T.D.</i> ..	Rs. 56—2—76—EB—2—80—EB— 4—120
<i>(vi) Matric or S.S.C.</i> ..	Rs. 50—3/2—56

The following pay scales for Headmasters of non-government high schools were laid down:

- 1st grade : Rs. 300—15—450
- 2nd grade : Rs. 250—10—350
- 3rd grade : Rs. 200—10—300

The managements were, however, given the option to choose for their Headmaster either the relevant pay scale as given above or in addition to their normal pay as secondary teacher a duty allowance with the following range:

- 1st grade : Rs. 100—200
- 2nd grade : Rs. 50—100, and
- 3rd grade : Rs. 40—75.

The revised syllabus introduced in 1956-57 in primary training institutions in the old Bombay State was extended to the institutions in other areas of the State.

Kerala

The revised scales of Rs. 40—3—55—4—75—EB—5—120 was introduced for all trained teachers of the Travancore-Cochin area and secondary trained teachers of the Malabar area. The higher trained elementary school teachers and the lower trained elementary school teachers in the Malabar area were given the scale of pay of Rs. 35—80.

Madhya Pradesh

The Madhya Pradesh Board of Technical Education started functioning during the year.

The basic salary of primary teacher was raised from Rs. 30 to Rs. 40 p.m. This was made applicable to schools under all managements.

Education was made free for children in the age group of 6—14 years in classes I to VIII. Teacher trainees in training colleges were also exempted from the payment of fees.

Three year degree course was introduced in Saugar University.

Madras

In order to have more effective control and inspection of educational institutions, 8 new educational districts were formed.

The entire school course was reorganised and it was decided that the total duration of the school course would be 11 years consisting of two units—an integrated elementary course of 7 years and higher secondary course of 4 years. Syllabuses for the elementary course were finalised and published.

The Pre-university and 3-year degree course were introduced in colleges which had the requisite facilities. A post-graduate course of 2 years' duration in Social Science leading to the master's degree was instituted.

Mysore

The Educational Integration Advisory Committee, set up in 1956, recommended a uniform 11-year pre-collegiate education course for all areas of the State. It consisted of a 7-year primary (basic) education course to be followed by a 4-year higher secondary education course. Draft curricula were prepared and published for eliciting opinion. Draft Syllabuses were also drawn up.

Orissa

The Government sanctioned a flat rate increase of five rupees in the pay of all primary school teachers who were not in receipt of any dearness allowance.

A Government College for Physical Education was started in Cuttack in October 1957.

Post-graduate teaching departments in Philosophy and Sanskrit were opened in Utkal University.

Punjab

The Office of the Director of Public Instruction was separated from that of the Education Secretary.

A sum of Rs. 55 lakhs was provided for buildings, equipment, furniture and library books under the scheme to convert selected high schools into multi-purpose schools.

On the recommendations of the Pay Revision Committee, the grade of the primary school teachers was raised from Rs. 50—100 to Rs. 60—120. 15 per cent of the primary school teachers were, however, given a new grade of Rs. 120—175. The scale of college teachers was revised from Rs. 180—400 to Rs. 200—440.

The duration of the junior basic training course was raised from one year to 2 years.

Rajasthan

The Board of Secondary Education, Rajasthan, was set up in July, 1957 and the High school and Intermediate education was transferred from the university to the board.

Uttar Pradesh

Education was made free up to class VI.

Technical courses were introduced in 10 government higher secondary schools.

Three new extension service departments were established and 900 extension teachers received training in Advanced Agriculture and Pedagogy. The programme of inservice training for untrained graduate teachers of aided higher secondary schools was intensified by starting a centre at the T. D. Training College, Jaunpur.

Professors and Assistant Professors were given the following scales of pay with effect from 1st April, 1957 :—

Professor	Rs. 800—50—1250
-----------	----	----	-----------------

Assistant Professor	Rs. 300—20—500—EB—25—800
---------------------	----	----	--------------------------

The Gorakhpur University started to function from the year under review.

West Bengal

During the year, the pay scales of the teachers of secondary schools were revised as follows:

Post/Qualifications	Old Scale	New Scale
	Rs.	Rs.
Intermediate Trained	70—5/2—100	70—3—118—4—150
Graduate Trained	100—5/2—110—10—150	100—5—215—10—225 (Distinction graduate to start at Rs. 110)
Hons. Graduate or M.A. Trained	125—5/2—130—10/2—150	130—5—150—10—350 (M.A. II to start at Rs. 140).
Approved Headmasters of High, Higher Secondary Schools	Category A— 200—20/2—400	{ 200—10—370—15—400 and a special pay of Rs. 25 in case of high schools with class (Academic) and Rs. 100 in case of multi-purpose schools.
M.A. or B.A. (Hons.)	Category B— 175—15/2—325	
B.T. with 5 years' teaching experience	Category C— 150—15/2—240. Category D— 150—15/2—200.	
Approved Headmasters of junior high schools (generally trained graduates with 3 years' teaching experience)		100—5—215—1—225 plus special pay of Rs. 25.

Revised scales of pay as prescribed by the University Grants Commission for aided degree colleges were introduced in 77 colleges.

The state government accepted, in principle, the scheme of introduction of the three years degree course.

A. & N. Islands

Educational administration of the Territory was strengthened with the appointment of an Education Officer in the Islands.

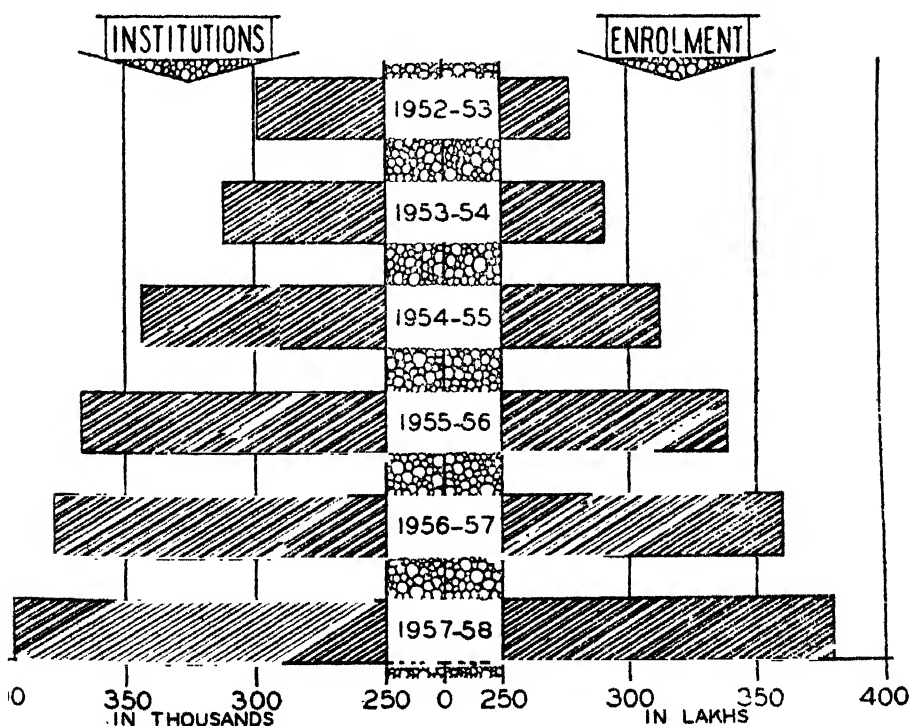
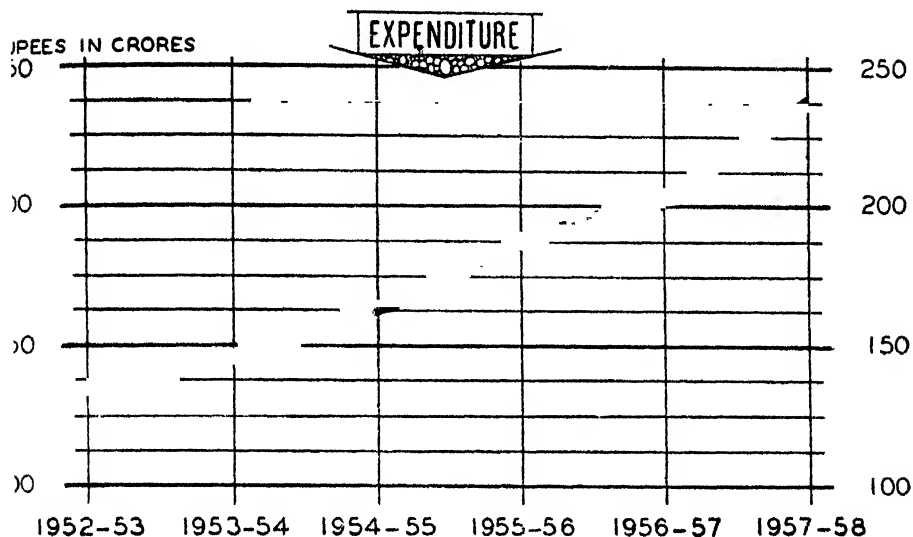
Delhi

Five seminars for teachers and headmasters of schools were conducted. Further, the Extension Department of the Central Institute of Education organised seminars and study circles with a view to raising the standard of teaching in the schools.

In order to meet the growing demand for educational facilities, 46 primary and 33 middle and higher secondary schools were started and 10 government junior basic schools were raised to senior basic standard.

Class V in Boys' schools was included in the primary stage during the year.

PROGRESS OF EDUCATION IN INDIA 1952-53 TO 1957-58



Himachal Pradesh

Control of education up to secondary stage was passed on to the Territorial Council which came into existence with effect from 15th August, 1957.

B.Ed. class was started at B.T. College, Auhar.

L.M. & A. Islands

An Assistant Education Officer was appointed for the direction and inspection of the schools in the Territory.

The scales of pay of teachers were revised as follows:—

	Old Scale	New Scale
	Rs.	Rs.
Secondary Trained	45—3—60—2—90	68—4—120—5—170
Higher Trained	30—1—50	50—2—60—3—90

Manipur

Administrative control of all the government primary and secondary schools was transferred to the newly established Territorial Council.

Tripura

The management of schools under Education Department was transferred to the Territorial Council formed during the year.

80 primary schools were equipped with craft material under the scheme of introducing craft education in primary schools.

N.E.F.A.

Development schemes made a headway in the fields of text-books, Basic education and training of teachers.

Pondicherry

The changeover of the medium of instruction from French and English to Tamil was implemented up to 8th standard during the year.

The Pedagogic centre organised in-service training course for the teachers.

Institutions

During 1957-58, the number of recognised educational institutions in the country increased by 16,923 to 3,94,760 or by 4.5 per cent., as against a rise of 3.1 per cent during the previous year. The number of universities rose by 5 to 38, boards of secondary and intermediate education by 2 to 14, arts and science colleges by 44 to 817, research institutions by 2 to 43, professional and technical education colleges by 90 to 489, special education colleges by 20 to 148, secondary schools by 3,363 to 39,654, primary schools by 10,949 to 2,98,247, pre-primary schools by 159 to 9,207, vocational and technical schools by 209 to 3,232, special education schools by 177 to 5,189 and adult education schools by 1,903 to 45,961. Further details with comparative figures for the previous year are given in table I.

Table I—Number of Institutions by Type

Type	For Boys		For Girls		Total		Increase(+) or Decrease(—)	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58		
	2	3	4	5	6	7		
1							8	
Recognised :								
Universities	32	37	1	1	33	38	+	5
Boards of Secondary and Intermediate Education	12	14	..	..	12	14	+	2
Research Institutions	40	42	1	1	41	43	+	2
Arts & Science Colleges	660	695	113	122	773	817	+	44
Colleges for Professional and Technical Education :								
Agriculture	25	25	..	..	25	25	..	5
Commerce	28	33	..	..	28	33	+	5
Education (Teachers' Training)	102	142	31	61	133	203	+	70
Engineering	48*	51*	..	..	48	51	+	3
Forestry	3	3	..	..	3	3	..	2
Law	29	31	..	..	29	31	+	2
Medicine	97	104	2	2	99	106	+	7
Physical Education	9	13	1	1	10	14	+	4
Technology	7	7	..	..	7	7	..	4
Veterinary Science	14	14	..	..	14	14	..	1
Others	3	2	..	..	3	2	—	1
Total	365	425	34	64	399	489	+	90

Colleges for Special Education:

Home Science . . . . .	..	3	3	3	3	..	5
Music, Dancing and Other Fine Arts	22	5	6	27	98	26	13
Oriental Studies	77	8	8	85	6	90	..
Sociology	6	..	..	6	9	6	2
Others	7	..	..	7	148	9	20
<i>Total</i>	<i>112</i>	<i>16</i>	<i>17</i>	<i>128</i>		<i>131</i>	

Schools for General Education

High/Higher Secondary	10,047	1,758	1,889	11,805	12,639	834	
Middle	21,871	2,615	2,874	24,486	27,015	2,529	
Primary	2,71,233	16,065	16,433	2,87,298	2,98,247	10,949	
Pre-Primary	524	245	299	789	928	159	
<i>Total</i>	<i>3,03,675</i>	<i>20,653</i>	<i>21,495</i>	<i>3,24,358</i>	<i>3,38,829</i>	<i>14,471</i>	

Schools for Vocational and Technical Education.

Agriculture	93	1	1	94	105	11	
Arts and Crafts	84	220	202	304	312	8	
Commerce	822	7	8	829	877	48	
Engineering	68	..	..	68	100	32	
Forestry	4	..	..	4	5	1	
Marine Training	4	..	..	4	4	..	
Medicine and Veterinary	38	79	81	117	126	9	
Physical Education	36	..	1	36	39	3	
Teachers Training	658	258	244	916	901	15	
Technical and Industrial	499	145	183	644	752	108	
Others	7	..	..	7	11	4	
<i>Total</i>	<i>2,313</i>	<i>710</i>	<i>720</i>	<i>3,023</i>	<i>3,232</i>	<i>209</i>	

*Includes 1 for Applied Art & Architecture.

Table I—Number of Institutions by Type—contd.

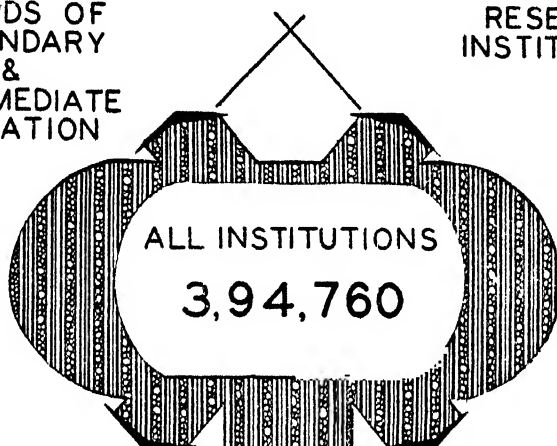
1	2	3	4	5	6	7	8
School for Special Education :							
For the Handicapped	94	113	4	5	98	118	+ 20
For the Social Workers	37	41	7	6	44	47	+ 3
Music, Dancing & Other Fine Arts .	110	124	74	79	184	203	+ 19
Oriental Studies	3,303	3,435	19	27	3,322	3,462	+ 140
Reformatory	30	33	7	8	37	41	+ 4
Social (Adult) Education	39,342	40,878	4,716	5,083	44,058	45,961	+ 1,903
Others	1,287	1,280	40	38	1,327	1,318	— 9
<i>Total</i>	44,203	45,904	4,867	5,246	49,070	51,150	+ 2,080
Total (Recognised)	3,51,412	3,67,094	26,425	27,686	3,77,837	3,94,760	+ 16,923

ALL INSTITUTIONS BY TYPE - 1957-58

14
BOARDS OF
SECONDARY
&
INTERMEDIATE
EDUCATION

38
UNIVERSITIES

43
RESEARCH
INSTITUTIONS



SCHOOLS

COLLEGES

VOCATIONAL
& TECHNICAL
EDUCATION 3,232

SOCIAL (ADULT)
EDUCATION 45,961

SPECIAL
EDUCATION 5,189

ARTS AND
SCIENCE 817

PROFESSIONAL
& TECHNICAL
EDUCATION 489

SPECIAL
EDUCATION 148

HIGH / HIGHER SECONDARY	12,639
MIDDLE	27,015
PRIMARY	2,98,247
PRE-PRIMARY	928

The increase in the number of institutions was shared by almost all the types of institutions. The only decrease of any consequence was in the number of teacher-training schools. This decrease was due mainly to the reclassification and upgrading of institutions and the closure of a few uneconomical training schools. Colleges for Agriculture, Forestry, Home Science, Sociology, Technology and Veterinary Science and schools for Marine Training, however, neither increased nor decreased. Of all types of institutions, the highest percentage increase was recorded by colleges for Professional education where it was as great as 23·6 per cent. The percentage increase next in order was in pre-primary schools (20·7), in colleges for Professional education (15·6), in universities (15·2), in middle schools (10·3), in high/higher secondary schools (7·1), in schools for Vocational and Technical education (6·9), in schools for Special education (·2), and in primary schools (3·8).

Table II below gives comparative figures of recognised institutions for 1956-57 and 1957-58 according to management.

Table II—Number of Recognised Institutions by Management

Management	1956-57		1957-58	
	Number	Per-centage	Number	Per-centage
1	2	3	4	5
Government	87,352	23·1	1,01,851	25·8
District Boards	1,56,028	41·3	1,51,646	38·4
Municipal Boards	10,658	2·8	10,305	2·6
Private Bodies :				
Aided	1,12,167	29·7	1,18,613	30·1
Unaided	11,632	3·1	12,345	3·1
Total	3,77,837	100·0	3,94,760	100·0

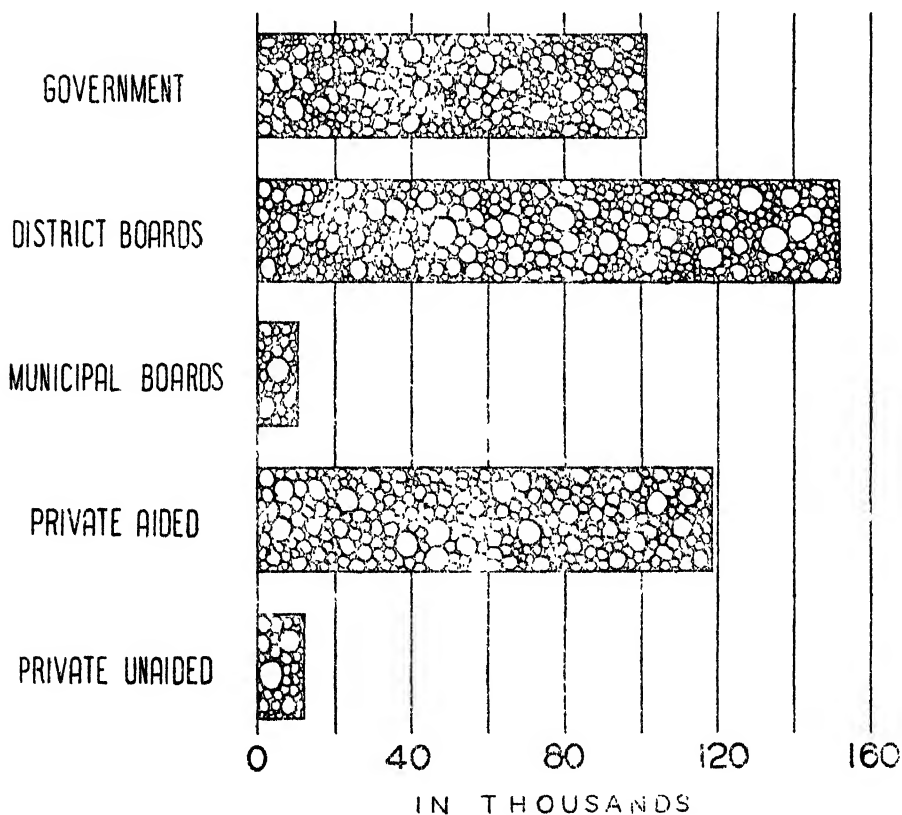
The pattern of distribution of institutions over various kinds of managements during 1957-58 was similar to that during 1956-57, viz. about two-fifth under local boards, about one-third under private organisations and about one-fourth under the government. The percentage of local board institutions increased this year while that of the government institutions increased.

Table III gives the number of recognised institutions, statewise and sex-wise for the years 1956-57 and 1957-58. In all 16,923 institutions were added during 1957-58 out of which Bombay reported the largest single increase of 378. It was followed by Madhya Pradesh 3,089, Mysore 2,571, Uttar Pradesh 1,041, Bihar 1,566 and Madras 1,048. In other states the increase was less than one thousand each.

Table III—Number of Institutions by States

State	Recognised Institutions					Total	Increase (+) or Decrease (—)
	For Boys		For Girls				
	1953-57	1957-58	1956-57	1957-58	1956-57	1957-58	
1	2	3	4	5	6	7	8
Andhra	32,391	32,991	730	714	33,121	33,705	584
Assam	14,460	15,117	1,023	994	15,483	16,111	628
Bihar	36,965	38,179	3,606	3,988	40,601	42,167	1,566
Bombay	60,056	63,859	5,621	5,796	66,277	69,655	3,378
Jammu & Kashmir	2,108	2,287	381	443	2,489	2,730	241
Kerala	9,749	10,165	212	231	9,961	10,396	435
Madhya Pradesh	26,096	29,052	2,198	2,329	28,292	31,381	3,089
Madras	25,932	26,977	325	326	26,255	27,303	1,048
Mysore	25,896	28,378	1,986	2,075	27,882	30,453	2,571
Orissa	19,415	19,612	400	423	19,815	20,035	220
Punjab	12,804	12,849	2,324	2,388	15,128	15,237	109
Rajasthan	11,297	12,046	965	980	12,262	13,026	764
Uttar Pradesh	36,713	38,418	4,005	4,304	40,718	42,722	2,004
West Bengal	31,925	31,749	2,061	2,077	33,986	33,826	160
A. & N. Islands	42	48	..	..	42	48	6
Delhi	723	702	399	403	1,122	1,105	17
Himachal Pradesh	1,162	1,236	30	29	1,192	1,265	73
L. M. & A. Islands	18	15	..	..	18	15	3
Manipur	1,215	1,460	50	57	1,265	1,517	252
Tripura	1,419	1,561	66	59	1,485	1,620	135
N. E. F. A.	143	107	..	..	143	107	36
Pondicherry	253	286	47	50	300	336	36
India	3,51,412	3,67,094	26,425	27,666	3,77,837	3,94,760	16,923

RECOGNISED INSTITUTIONS BY MANAGEMENT 1957-58



The number of recognised institutions in rural areas increased by 15,069 bringing the total to 3,38,557. These institutions formed 85.8 per cent of the total number of institutions. Their distribution according to main types is shown below :

Number of Recognised Institutions in Rural Areas

Type	1956-57	1957-58	Increase(+) or Decrease (-)
1	2	3	4
Universities	3	4	+ 1
Research Institutions	3	3	..
Colleges	108	123	+ 15
Secondary Schools	24,936	27,573	+ 2,637
Primary (including Pre-primary) Schools .	2,58,083	2,68,457	+ 10,374
Vocational and Technical Schools . .	380	579	+ 199
Social Education Centres	36,562	38,473	+ 1,911
Other Special Education Schools . . .	3,403	3,345	— 58
Total .	3,23,478	3,38,557	+ 15,079

Enrolment

The total number of pupils under instruction in recognised institutions increased during the year by 19,96,190 to 3,80,02,166 at the rate of 5.5 per cent (5.1 per cent for boys and 6.8 per cent for girls) as compared to 6.1 per cent (5.1 per cent for boys and 8.4 per cent for girls) during 1956-57. Of the total number of pupils 1,06,75,322 or 28.1 per cent were girls.

The enrolment in arts and science colleges (including research institutions and university teaching departments) increased by 5.4 per cent in professional colleges, by 14.1 per cent in technical colleges and by 15.3 per cent in special colleges. Secondary schools enrolled 10.9 per cent, primary schools 3.6 per cent, vocational and technical schools 6.7 per cent and special schools (excluding Social education schools) 2.8 per cent more students than in the previous year. A rise of 0.1 per cent was noted in adult schools.

Of the total enrolment, universities and colleges for general education accounted for 6,61,847 pupils, Professional and Technical education colleges 1,24,461 pupils, Special education colleges 17,634 pupils, Secondary schools 1,06,21,499 pupils, primary schools (including pre-primary schools) 2,48,50,727 pupils, vocational and technical schools 2,89,698 pupils, special education schools 2,29,670 pupils and adult education centres 12,06,630 pupils. The break up of enrolment in different types of institutions during 1956-57 and 1957-58 is given in table IV.

Table IV—Number of Pupils by Type of Institutions

Type	Boys			Girls			Total		Increase (+) or Decrease (—)
	1956-57	2	3	1956-57	4	5	1956-57	1957-58	
1							6	7	8
Recognised									
Arts and Science Colleges : (including	5,32,633		5,55,989	95,101		1,03,858	6,27,734	6,61,847	+ 34,113
Research Institutions and University									
Departments)									
Colleges for Professional and Technical									
Education :									
Agriculture	5,259		6,342	36		54	5,295	6,396	+ 1,101
Commerce	17,411		20,374	374		472	17,785	20,846	+ 3,061
Education (Teachers' Training)	9,351		12,598	4,628		6,500	13,979	19,098	+ 5,119
Engineering	24,866		28,747	320		330	25,186	29,077	+ 3,891
Forestry	393		480	..		..	393	480	+ 87
Law	11,362		12,765	450		538	11,842	13,303	+ 1,461
Medicine	21,529		23,339	4,390		4,978	25,919	28,317	+ 2,398
Physical Education	684		878	153		210	837	1,088	+ 251
Technology	790		825	63		59	853	884	+ 31
Veterinary Science	4,786		4,811	15		18	4,801	4,829	+ 28
Others	272		142	10		1	282	143	- 139
<i>Total</i>	96,703		1,11,301	10,469		13,160	1,07,172	1,24,461	+ 17,289
Colleges for Special Education :									
Home Science . . . . .	..		..	841		1,005	841	1,005	+ 164
Music, Dancing and Other Fine Arts	2,116		2,248	2,892		3,264	4,998	5,512	+ 514
Oriental Studies	6,937		7,823	1,549		1,690	8,486	9,513	+ 1,027
Sociology	380		446	95		117	475	563	+ 88
Others	483		1,009	6		32	489	1,041	+ 552
<i>Total</i>	9,916		11,526	5,373		6,108	15,289	17,634	+ 2,345

Schools for General Education :

High/Higher Secondary	40,64,913	43,25,158	11,22,028	12,36,610	51,86,941	55,61,768	+ 3,74,827
Middle	32,78,462	36,97,367	11,13,761	13,62,364	43,92,223	50,59,731	+ 6,67,508
Primary	1,65,35,263	1,71,11,326	73,87,304	76,76,973	2,39,22,567	2,47,88,299	+ 8,66,732
Pre-Primary	29,409	34,223	24,608	28,205	54,017	62,428	+ 8,411
<i>Total</i>	<i>2,39,08,047</i>	<i>2,51,08,074</i>	<i>96,47,701</i>	<i>1,03,04,152</i>	<i>3,35,55,748</i>	<i>3,54,72,926</i>	+ <i>19,16,478</i>

Schools for Vocational and Technical Education :

Agriculture	6,087	8,154	29	30	6,116	8,184	+ 2,068
Arts and Crafts	2,721	2,252	11,991	10,603	14,712	12,855	- 1,857
Commerce	70,749	73,503	9,140	11,163	79,889	84,666	+ 4,777
Engineering	19,784	26,339	50	93	19,834	26,432	+ 6,598
Forestry	134	201	..	..	134	201	+ 67
Marine Training	1,755	1,785	..	..	1,755	1,785	+ 30
Medicine and Veterinary Science	3,813	4,580	3,465	3,976	7,278	8,556	+ 1,278
Physical Education	2,893	2,341	208	270	3,101	2,611	- 490
Teachers' Training	61,235	56,807	21,983	20,535	83,218	77,342	+ 5,876
Technical and Industrial	43,230	53,155	11,437	12,732	54,667	65,887	+ 11,220
Others	936	1,147	4	32	940	1,179	+ 239
<i>Total</i>	<i>2,13,337</i>	<i>2,30,264</i>	<i>58,307</i>	<i>59,434</i>	<i>2,71,644</i>	<i>2,89,698</i>	+ <i>18,054</i>

Schools for Special Education :

For the Handicapped	4,208	4,725	1,395	1,582	5,603	6,307	+ 704
For Social Workers	3,479	3,764	531	440	4,010	4,204	+ 194
Music, Dancing etc.	5,946	6,140	6,667	7,933	12,613	14,073	+ 1,460
Oriental Studies	1,17,545	1,20,437	9,409	11,790	1,26,954	1,32,227	+ 5,273
Reformatory	6,134	6,394	1,139	1,117	7,273	7,511	+ 238
Social (Adult) Education	10,59,792	10,58,912	1,45,193	1,47,718	12,04,985	12,06,630	+ 1,645
Others	50,771	49,318	16,180	16,030	66,951	65,348	- 1,603
<i>Total</i>	<i>12,47,875</i>	<i>12,49,690</i>	<i>1,80,514</i>	<i>1,86,610</i>	<i>14,28,389</i>	<i>14,36,300</i>	+ <i>7,911</i>

Grand Total (Recognised)

	2,60,08,511	2,73,26,844	99,97,465	1,06,75,322	3,80,05,976	3,80,02,166	+ 19,98,190
--	-------------	-------------	-----------	-------------	-------------	-------------	-------------

The distribution of enrolment in recognised institutions according to their managements is shown in table V below :—

Table V—Number of Pupils in Recognised Institutions by Management

Management	1956-57		1957-58		Increase (+) or Decrease (—)	
	Number	Per- cent- age	Number	Per- cent- age	Number	Per- cent- age
1	2	3	4	5	6	7
Government	73,68,135	20.5	89,12,189	23.4	+ 15,44,054	+21.0
District Board	1,37,00,224	38.1	1,35,15,194	35.6	— 1,85,030	— 1.4
Municipal Board	27,05,726	7.5	26,87,507	7.1	— 18,219	— 0.7
Private Bodies:						
Aided	1,09,23,827	30.3	1,15,86,776	30.5	+ 6,62,949	+ 6.1
Unaided	13,08,064	3.6	13,00,500	3.4	— 7,564	— 0.6
Total	3,60.05,976	100.0	3,80,02,166	100.0	+ 19,96,190	+ 5.5

The above table shows that the entire increase in enrolment during 1957-58 was monopolised by Government controlled and aided institutions. Further, it is interesting to read the above table with table II. It will be seen that 41.0 per cent local board institutions enrolled about 42.7 per cent students, 25.8 per cent government institutions accounted for 23.4 per cent enrolment, and 33.2 per cent private institutions contained 33.9 per cent pupils.

Table VI gives the distribution of pupils in recognised institutions classified according to stages of instruction for the years 1956-57 and 1957-58. The enrolment increased at all stages except in Social education. Of the total number of pupils, 94.9 per cent received General education, 0.5 per cent Professional and Special collegiate education and 4.6 per cent Vocational and Special education. The pupils for General education were further distributed as pre-primary 0.3 per cent, primary 75.9 per cent, secondary 22.0 per cent and collegiate 1.8 per cent.

During the year under review 70.1 per cent of pupils came from rural areas. Of these 71.7 per cent were studying in primary and pre-primary schools, 22.6 per cent in secondary schools and 1.1 per cent in colleges and universities.

PUPILS RECEIVING GENERAL EDUCATION 1957-58

BY STAGES

SCHOOL STAGE

COLLEGE STAGE

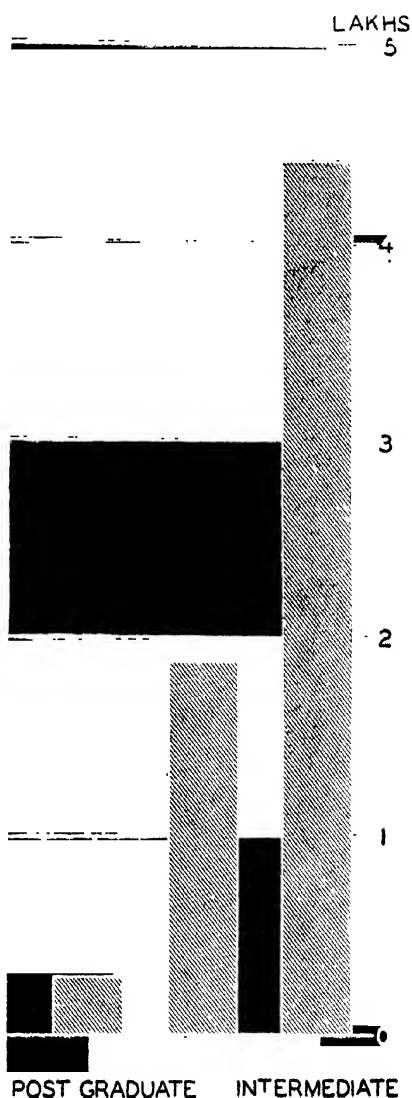
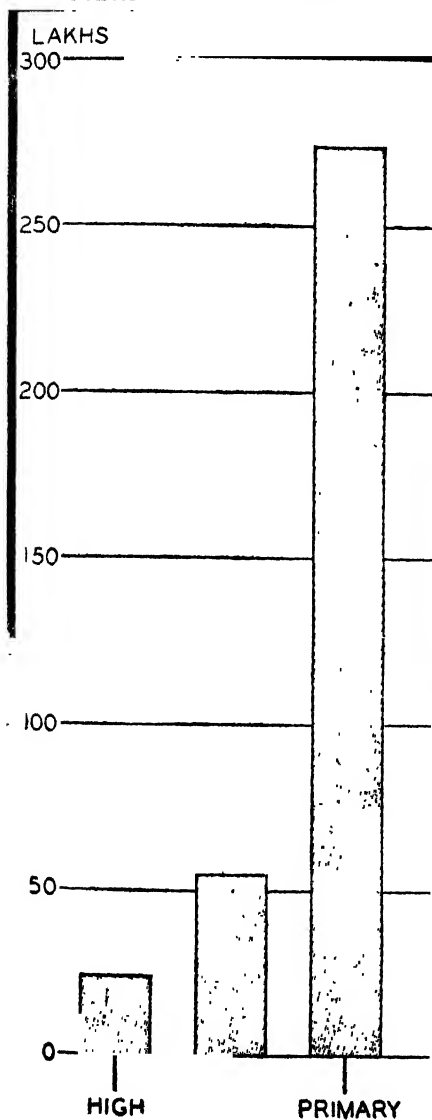


Table VI—Number of Pupils in Recognised Institutions by Stages of Instruction

Stage	Boys		Girls		Total		Increase (+) or Decrease (—)
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	
I	2	3	4	5	6	7	8
General Education—							
Pre Primary	57,772	61,898	41,541	49,493	99,313	1,11,391	+ 12,078
Primary	1,78,84,117	1,88,12,890	80,80,691	85,57,321	2,59,64,808	2,73,70,211	+ 14,05,403
Secondary	58,93,378	62,20,036	15,20,219	16,91,366	74,13,597	79,11,402	+ 4,97,805
Intermediate	3,65,009	3,75,312	60,935	63,432	4,25,944	4,38,774	+ 12,830
B.A./B.Sc.	1,38,850	1,52,125	29,868	37,344	1,68,718	1,89,469	+ 20,751
M.A./M.Sc.	23,233	24,828	4,589	5,642	27,822	30,470	+ 2,648
Research	2,498	2,784	425	478	2,923	3,262	+ 339
Total	2,43,64,857	2,56,49,903	97,38,268	1,04,05,076	3,41,03,125	3,60,54,979	+ 19,51,854
Professional and Technical Education							
(Collegiate)	1,50,271	1,68,252	11,193	13,901	1,61,464	1,82,153	+ 20,689
Special Education (Collegiate)	10,097	13,625	3,805	4,322	13,902	17,947	+ 4,045
Vocational and Technical Education (School)	2,31,415	2,43,404	61,787	63,325	2,93,202	3,06,729	+ 13,527
Social (Adult) Education	10,59,792	10,58,912	1,45,193	1,47,718	12,04,985	12,06,630	+ 1,645
Special Education (School)	1,92,079	1,92,748	37,219	40,980	2,29,298	2,33,728	+ 4,430
- Grand Total	2,60,08,511	2,73,26,844	99,37,465	1,06,75,322	3,60,05,976	3,80,02,166	+ 19,96,190

Table VII—Number of Pupils by States

State	In Institutions For Boys		In Institutions For Girls		Total		Increase (+) or Decrease (—)		Percentage of Pupils to Estimated Population
	1956-57		1957-58		1956-57		1957-58		
	2	3	4	5	6	7	8	9	
1									10
Andhra Pradesh . .	29,94,410	30,75,447	1,23,611	1,23,729	31,18,021	31,99,176	+ 81,155	+ 2.6	9.1
Assam . . .	10,67,622	11,39,118	87,353	89,829	11,54,975	12,28,947	+ 73,972	+ 6.4	11.2
Bihar . . .	25,35,089	26,37,234	1,87,655	2,08,445	27,22,744	28,45,679	+ 1,22,935	+ 4.5	6.2
Bombay . . .	56,50,160	60,09,101	7,79,399	8,13,878	64,29,559	68,22,979	+ 3,93,420	+ 6.1	12.3
Jammu & Kashmir . .	1,76,500	2,00,953	36,135	42,798	2,12,635	2,43,751	+ 31,116	+ 14.6	4.9
Kerala . . .	26,82,365	27,74,335	1,09,917	1,20,316	27,92,222	28,94,651	+ 1,02,429	+ 3.7	18.1
Madhya Pradesh . .	16,98,103	18,46,578	1,89,091	2,07,553	18,87,194	20,54,131	+ 1,66,937	+ 8.8	7.2
Madras . . .	33,42,240	35,12,775	1,04,323	1,11,613	34,46,563	36,24,388	+ 1,77,825	+ 5.2	10.7
Mysore . . .	19,96,106	21,33,223	2,49,350	2,65,326	22,45,456	23,98,549	+ 1,53,093	+ 6.8	10.6
Orissa . . .	9,23,749	9,61,186	26,123	27,169	9,49,872	9,88,355	+ 38,483	+ 4.1	6.2
Punjab . . .	14,89,592	15,52,512	3,63,321	3,69,806	18,52,913	19,22,318	+ 69,405	+ 3.7	10.4

Rajasthan	7,53,203	8,32,856	92,358	1,04,178	8,47,561	9,37,034	+	89,473	+ 10.6	5.1
Uttar Pradesh	37,71,275	41,50,045	4,28,808	4,77,963	42,00,093	46,28,008	+	4,27,925	+ 10.2	6.6
West Bengal	31,58,262	31,87,124	3,07,558	3,11,650	34,65,820	34,98,774	+	32,954	+ 1.0	12.3
A. & N. Islands	3,434	3,516	..	..	3,434	3,516	+	82	+ 2.4	8.8
Delhi	2,29,469	2,37,402	1,07,905	1,15,794	3,37,374	3,53,196	+	15,822	+ 4.7	15.4
Himachal Pradesh	94,675	82,851	5,043	5,410	99,718	88,261	—	11,437	— 11.5	7.8
L.M. & A. Islands	1,631	2,456	..	..	1,651	2,456	+	805	+ 49.8	6.1
Manipur	99,210	1,13,624	6,585	7,668	1,05,795	1,21,292	+	15,497	+ 14.6	18.8
Tripura	91,225	1,01,889	4,841	6,056	96,066	1,07,945	+	11,879	+ 12.4	15.7
N. E. F. A.	6,331	4,557	..	..	6,331	4,557	—	1,774	— 28.0	N.A.
Pondicherry	22,658	26,613	7,331	7,590	29,989	34,203	+	4,214	+ 14.1	N.A.
India	3,27,89,269	3,45,85,395	32,16,707	34,16,771	3,60,05,976	3,80,02,166	+	19,96,190	+ 5.5	9.3

Table VII gives statewide distribution of enrolment in recognised institutions for 1956-57 and 1957-58. But for N.E.F.A. and Himachal Pradesh where the enrolment decreased by 28·0 per cent and 11·5 per cent respectively, the enrolment increased in all the States and Territories. Among the States, Uttar Pradesh reported the highest increase in enrolment which was to the extent of 4,27,925 students. Other States which reported an increase of more than one lakh were Bombay (3,93,420), Bihar (1,22,935), Kerala (1,02,429), Madhya Pradesh (1,66,937), Madras (1,77,825) and Mysore (1,53,093). On percentage basis rise was highest in L.M. & A. Islands (48·8) and least in West Bengal (1·0).

Figures in col. (10) of table VII which represent the percentages of pupils to the total estimated population of the State reflect wide inter-State variations. Kerala ranked first in the matter of bringing 18·2 per cent of the total population under instruction. Other States showing significant positions in this regard were: Manipur (17·4 per cent), Delhi (14·9 per cent), Bombay (12·2 per cent), Assam (11·2 per cent), Madras (11·2 per cent), Tripura (10·9 per cent), Mysore and West Bengal (10·8 per cent), L.M. & A. Islands (10·6 per cent). In other States and Territories, it was less than 10 per cent.

Expenditure

During 1957-58, the total expenditure on education amounted to Rs. 240·65 crores, as against Rs. 206·29 crores during the previous year. This shows an increase of 16·6%. Of the total expenditure during 1957-58, the expenditure on institutions for boys was Rs. 216·80 crores (90·1%) and that on institutions for girls Rs. 23·85 crores (9·9%).

Table VIII below gives the distribution of the total expenditure during 1956-57 and 1957-58, according to the sources from which it was met.

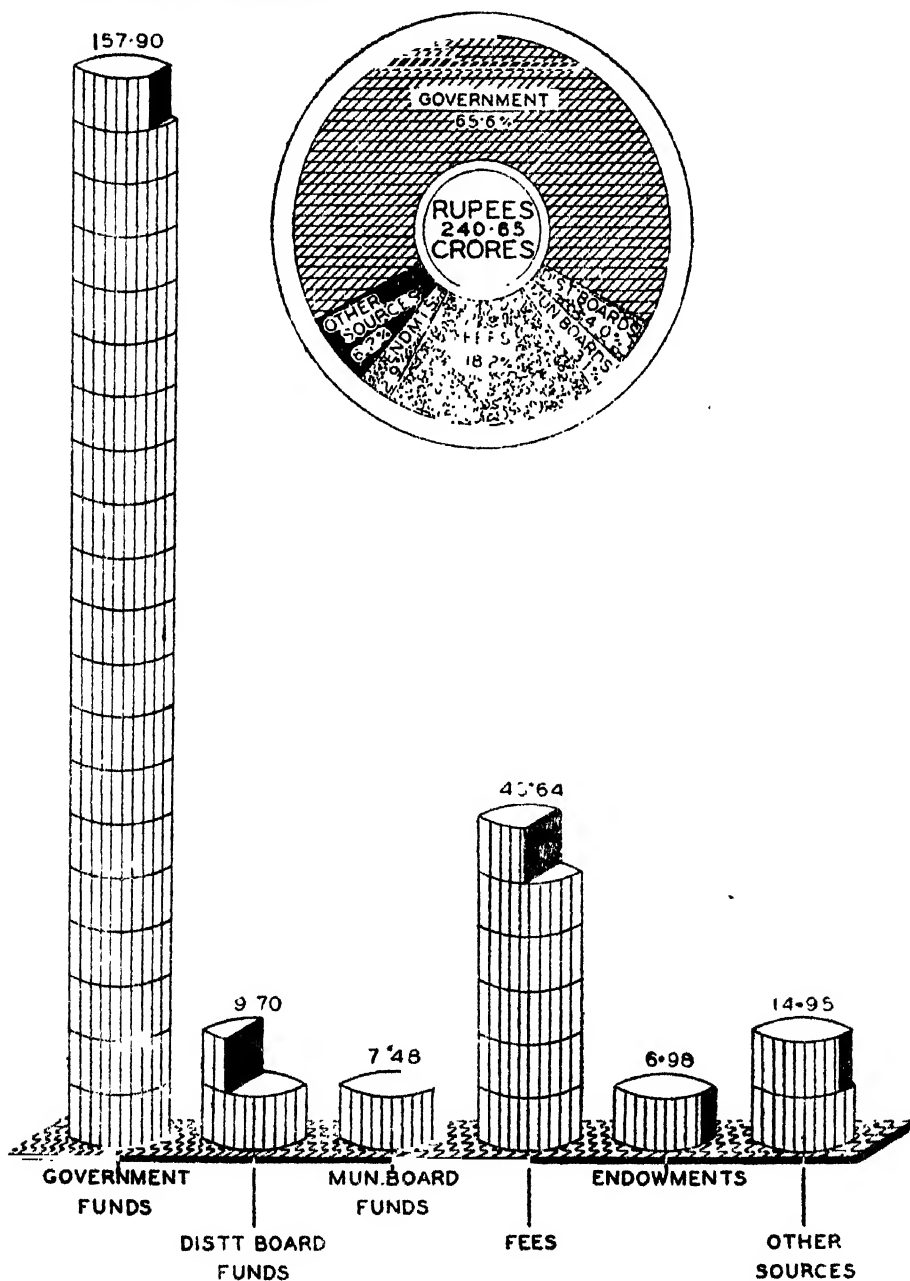
Table VIII—Expenditure on Education by Sources

Source	1956-57		1957-58	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Government funds	1,32,03,57,117*	64·0	1,57,89,93,209	65·6
District Board funds	8,29,90,050	4·1	9,69,82,587	4·0
Municipal Board funds	6,74,27,444	3·3	7,48,42,185	3·1
Fees	40,10,01,810	19·4	43,63,94,268	18·2
Endowments	6,43,70,499	3·1	6,98,14,334	2·9
Other Sources	12,57,94,298	6·1	14,95,18,603	6·2
Total	2,08,29,41,248	100·0	2,40,65,65,186	100·0

*Includes grants given by Government to local bodies which were shown against the District and Municipal Boards in Education in India, 1956-57.

EXPENDITURE ON EDUCATION BY SOURCES 1957-58

ONE COIN = 8 CRORES



The above table shows that (a) all sources reported greater expenditure on education during the year, (b) Government shouldered a considerable part of the financial responsibility involved in sustaining the country's educational system, as out of every three rupees spent on education two came from this source. But public funds (i.e. Government and local boards together) met about three-fourths of the total expenditure, while the rest came from fees and other sources in the ratio of 2 : 1 and (c) there was no significant variation in the pattern of the distribution of expenditure from various sources during the two years.

Table IX—Expenditure on Education According to Heads of Charges

Heads of Charge	1956-57	1957-58	Increase (+) or Decrease (—)	
			Amount	Percentage
1	2	3	4	5
	Rs.	Rs.	Rs.	
Direct—				
Universities	9,19,50,716	9,80,51,508	+61,00,792	+ 6.6
Boards of Secondary and/or Intermediate Education	1,49,89,495	1,75,70,112	+ 25,80,617	+17.2
Research Institutions	1,75,15,723	2,94,47,738	+ 1,19,32,015	+68.1
Arts & Science Colleges	12,82,45,536	14,11,57,784	+ 1,29,12,248	+10.1
Professional Colleges	7,78,93,594	8,84,21,198	+ 1,05,27,604	+13.5
Special Education Colleges	48,63,447	61,55,717	+ 12,92,270	+26.6
High Schools	41,58,52,710	46,47,01,661	+ 4,88,48,951	+11.7
Middle Schools	17,14,89,940	20,76,71,767	+ 3,61,81,827	+21.1
Primary Schools	58,47,78,161	66,71,17,741	+ 8,23,39,580	+14.1
Pre-Primary Schools	28,86,710	32,99,544	+ 4,12,834	+14.3
Vocational and Technical Schools	5,80,00,117	7,21,30,481	+ 1,41,30,364	+24.4
Social Education Schools	68,34,998	68,53,132	+ 18,134	+ 0.3
Special Education Schools	2,10,53,364	2,23,65,569	+ 13,12,205	+ 6.2
<i>Total (Direct)</i>	<i>1,59,63,54,511</i>	<i>1,82,49,43,952</i>	<i>+22,85,89,441</i>	<i>+14.3</i>
Indirect—				
Direction	97,88,916	1,03,40,178	+ 5,51,262	+ 5.6
Inspection	3,14,27,168	3,73,90,968	+ 59,63,800	+19.0
Buildings	22,98,36,355	27,78,98,109	+ 4,80,61,754	+20.9
Scholarships	9,06,89,605	10,55,78,335	+ 1,48,88,730	+16.4
Hostel Charges	2,88,70,156	3,78,13,419	+ 89,43,263	+31.0
Miscellaneous	7,59,74,537	11,25,80,225	+ 3,66,05,688	+48.2
<i>Total</i>	<i>46,65,86,737</i>	<i>58,16,01,234</i>	<i>+11,50,14,497</i>	<i>+24.7</i>
Grand Total	2,06,29,41,248	2,40,65,45,186	+34,33,03,938	+16.6

Of the total expenditure of Rs. 240.65 crores during 1957-58, the direct expenditure amounted to Rs. 182.49 crores or 75.8 per cent and the indirect expenditure to Rs. 58.16 crores or 24.2 per cent. The expenditure of Rs. 206.29 crores during 1956-57 was composed of Rs. 159.63 crores or 77.4 per cent as direct expenditure and Rs. 46.66 crores or 22.6 per cent as indirect expenditure. These figures show an increase of Rs. 22.86 crores or 14.3 per cent in the direct expenditure and of Rs. 11.50 crores or 24.7 per cent in the indirect expenditure. The break-up of the direct and indirect expenditure into various heads of charge is given in table IX.

Of the total direct expenditure, 20.9% was incurred on University and Collegiate education, 36.8% on secondary schools, 36.7% on primary and pre-primary schools and the remaining 5.6% on vocational, technical and special schools. The distribution of indirect expenditure was: direction and inspection 8.2%, buildings 47.8%, scholarships 18.2%, hostels 6.5% and miscellaneous charges 19.3%.

The increase in the direct expenditure was unevenly distributed over the various heads of charge. Primary schools reported the highest increase of Rs. 8.23 crores, followed by high schools (Rs. 4.88 crores), middle schools (Rs. 3.62 crores), vocational and technical schools (Rs. 1.41 crores), arts and science colleges (Rs. 1.29 crores), research institutions (Rs. 1.19 crores) and professional colleges (Rs. 1.05 crores). The increase in the case of other types of institutions was less than one crore each. On percentage basis, the highest increase was in respect of research institutions (68.1%). Special education colleges, vocational and technical schools and middle schools are some of the other types of institutions which recorded impressive increases of 26.6%, 24.4% and 21.1% respectively.

The highest increase under indirect expenditure was in the case of buildings (Rs. 4.81 crores). The expenditure on scholarships also increased substantially. Leaving aside miscellaneous items, expenditure on hostels reported an increase of 31.0 per cent and that on buildings 20.9%.

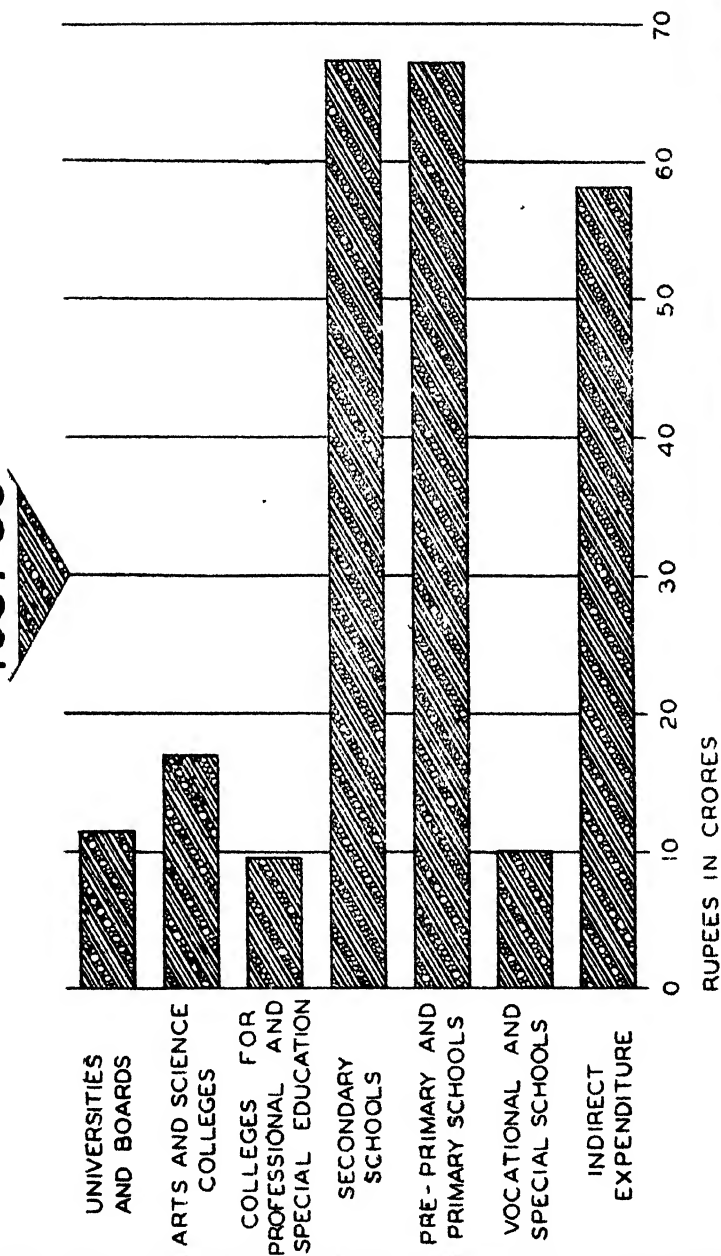
Table X below gives the source-wise distribution of indirect expenditure during 1956-57 and 1957-58.

Table X—Indirect Expenditure on Education by Sources

Source	Percentage of Expenditure met during	
	1956-57	1957-58
Government funds	75.4	75.3
Local Board funds	4.7	3.9
Fees	5.7	5.7
Endowments	5.6	4.6
Other Sources	8.6	10.5
Total	100.0	100.0

EXPENDITURE ON EDUCATION BY HEADS OF CHARGE

1957-58



The above table shows that source-wise distribution of indirect expenditure during the two years was almost similar.

The break up of indirect expenditure on various types of institutions as well as institutions under various managements cannot be given. Table XI below gives the distribution of direct expenditure according to the management of institutions for the year 1956-57 and 1957-58.

Table XI—Direct Expenditure on Institutions by Management

Management	1956-57		1957-58		Per-centage increase (+) or decrease (—)
	Amount	Per-centage	Amount	Per-centage	
1	2	3	4	5	6
Government	43,85,79,271	27·5	55,09,29,583	30·2	+25·6
District Board	34,12,42,531	21·4	36,11,77,790	19·8	+ 5·8
Municipal Board	10,38,38,432	6·5	11,15,80,984	6·1	+ 7·5
Private Bodies:					
Aided	63,04,67,786	39·5	71,99,55,124	39·4	+14·2
Unaided	8,22,26,491	5·1	8,13,00,471	4·5	— 1·1
Total	1,59,63,54,511	100·0	1,82,49,43,952	100·0	+14 3

The above table seen with table no. II shows that 30·2% of the direct expenditure was expended on Government institutions, which formed 25·8% of the total number of institutions. The institutions under local boards, which were 41·0% of the total, accounted for 25·9% of the expenditure, while the institutions under private management, which were 33·2% of the total, claimed 43·9% of the expenditure.

It has been mentioned above that the Government expenditure on education was of the order of Rs. 157·90 crores during 1957-58. Table XII gives the distribution of this expenditure over various types of institutions. This table shows that primary schools claimed about one-third, secondary schools about one-fourth and the different items of indirect expenditure another one-fourth of this expenditure. The rest was incurred on universities and colleges and other types of schools.

The State-wise details of the total expenditure on education for the years 1956-57 and 1957-58 is given in table XIII. Of all the States, Bombay reported the highest expenditure (Rs. 45·18 crores), followed by Uttar Pradesh (Rs. 30·45 crores), West Bengal (Rs. 26·71 crores) and Madras (Rs. 23·11 crores). Among the Union Territories, Delhi with an expenditure of Rs. 8·04 crores was at the top. Tripura was the only other Union Territory to report expenditure exceeding Rs. one crore. The lowest expenditure was reported by Orissa (Rs. 5·37 crores) among the States and by L.M. & A. Islands (Rs. 0·01 crores) among the Union Territories.

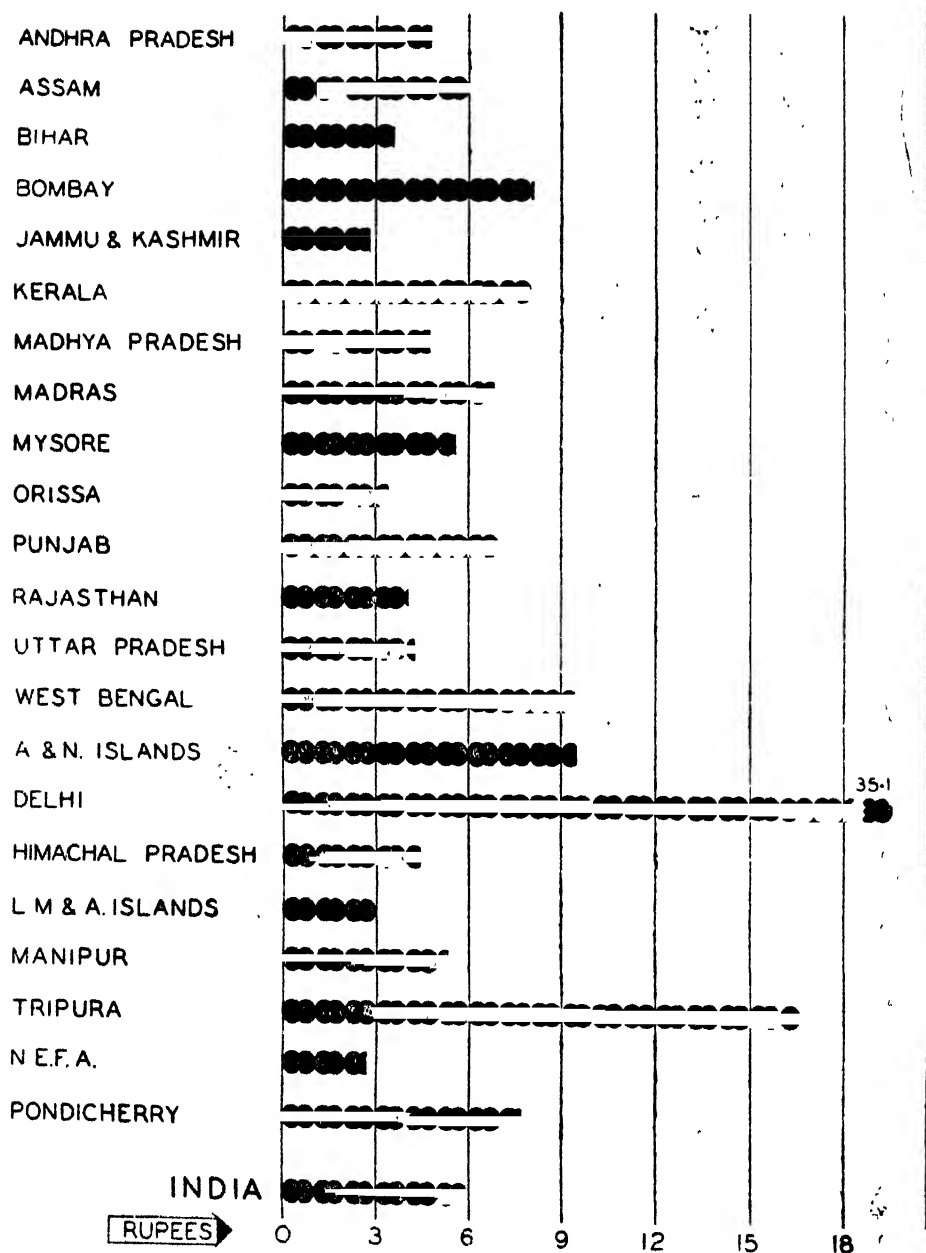
Table XII—Distribution of Government Expenditure on Education

Item	1956-57		1957-58	
	Amount	Per-centage of Total Expen-diture	Amount	Per-centage of Total Expen-diture
1	2	3	4	5
	Rs.		Rs.	
Institutions for Men	1,18,16,43,158	91·2	1,44,04,38,641	91·2
Institutions for Women	11,39,72,383	8·8	13,85,54,568	8·8
Total	1,29,56,15,541	100·0	1,57,89,93,209	100·0
Universities	3,91,85,590	3·0	4,49,66,663	2·8
Boards of Secondary and/or Intermediate Education	8,64,917	0·1	8,00,810	0·1
Research Institutions	1,62,48,231	1·2	2,83,53,426	1·8
Arts & Science Colleges	4,54,93,508	3·5	4,92,83,854	3·1
Professional Colleges	5,22,93,772	4·0	5,86,53,759	3·7
Special Education Colleges	28,62,330	0·2	38,28,100	0·2
High Schools	17,47,07,760	13·5	20,62,74,725	13·1
Middle Schools	11,38,50,899	8·8	15,01,10,161	9·5
Primary Schools	43,55,73,563	33·6	52,35,73,865	33·2
Pre-Primary Schools	7,34,845	0·1	9,63,573	0·1
Vocational Schools	4,29,21,785	3·3	5,41,32,577	3·4
Special Education Schools	1,88,75,750	1·5	1,99,70,913	1·3
Direction and Inspection	3,83,49,207	3·0	4,55,19,808	2·9
Scholarships	8,09,29,271	6·2	9,43,34,607	6·0
Hostel Charges	1,19,88,606	0·9	1,18,88,874	0·7
Buildings	16,68,18,983	12·9	20,26,14,113	12·8
Miscellaneous	5,39,16,524	4·2	8,37,23,381	5·3
Grand Total	1,29,56,15,541	100·0	1,57,89,93,209	100·0

Table XIII also shows that the increase in expenditure although uneven, was shared by all the States and the Union Territories except Himachal Pradesh. The highest increase was reported by Bombay (Rs. 7·26 crores), followed by Madras (Rs. 3·75 crores), West Bengal (Rs. 3·34 crores), Uttar Pradesh (Rs. 2·77 crores), Madhya Pradesh (Rs. 2·27 crores) and Andhra Pradesh (Rs. 2·10 crores). In other States the increase was less than Rupees two crores. On percentage basis, Assam, Rajasthan and Madhya Pradesh held the first three positions in respect of increased educational expenditure. Among the Union Territories, L.M. & A. Islands multiplied its educational expenditure almost five-fold.

Figures in columns 12 to 16 of table XIII give the percentage of expenditure on education met from different sources. Among the States the Government contribution was highest in Jammu & Kashmir where it was 93·2%. Other States where the Government met more than 75% of the expenditure

COST PER CAPITA (OF POPULATION) ON EDUCATION



were : Rajasthan (84.3%), Madhya Pradesh (82.5%), Kerala (80.6%), Orissa (80.4%) and Assam (76.2%). Government met only 52.6% of the educational expenditure in Punjab where it was the lowest. Among the Union Territories, the Government contribution in the educational expenditure varied between 71.3% in Manipur and 100% in L.M. & A. Islands and N.E.F.A.

The contribution of the local boards to the educational expenditure was significant only in Madras (14.4%) and Andhra Pradesh (13.9%). Elsewhere it was less than 10%, if at all.

In so far as fees are concerned, the income therefrom met 27.2% of the expenditure in Punjab, 26.6% in West Bengal, 24.1% in Uttar Pradesh, 21.0% in Bombay and 20.3% in Manipur. In other States, their contribution to educational expenditure was less than 20%.

Endowments and other sources met about 12.8% of the expenditure in Uttar Pradesh, 11.5% in Punjab, 10.9% in Madras, 10.1% in Bihar and 10.0% in both Andhra Pradesh and Orissa. Elsewhere it was less than 10%.

Figures in columns 17 and 18 give the average annual cost per pupil in different States during 1956-57 and 1957-58. There was, as usual, wide inter-State variation. Among the States the highest cost was in Rajasthan (Rs. 80.2) and the lowest in Kerala (Rs. 44.1). The range in respect of the Union Territories was Rs. 377.4 in N.E.F.A. and Rs. 28.3 in Manipur.

Figures in column 19 give the expenditure on education per head of population. During 1957-58, the per capita expenditure on education was Rs. 5.9. This average was composed of a large variety of averages of the different States and Union Territories, the range being from Rs. 9.4 in West Bengal to Rs. 2.8 in Jammu & Kashmir among the States and from Rs. 35.1 in Delhi to Rs. 2.7 in N.E.F.A. among the Union Territories.

The above is a brief description of the educational progress made during 1957-58. The subsequent chapters in this report discuss the progress in the different fields of education in greater detail.

Table XIII—Expenditure on

State	On Institutions for Boys		On Institutions for Girls	
	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh .	13,70,66,834	15,79,79,845	1,03,48,297	1,04,63,310
Assam . .	4,42,43,163	5,62,91,964	41,22,692	51,04,481
Bihar . . .	12,98,13,809	14,62,64,520	78,60,148	94,33,185
Bombay . .	33,55,40,593	40,30,31,027	4,37,23,534	4,87,89,110
Jammu & Kashmir	1,04,82,333	1,15,46,377	20,32,522	21,82,097
Kerala . .	10,71,63,563	11,95,62,294	67,70,484	79,91,206
Madhya Pradesh .	9,87,34,390	11,85,13,721	1,13,86,233	1,43,03,175
Madras . .	17,71,66,979	21,12,34,591	1,64,33,250	1,99,14,841
Mysore . .	9,73,16,525	11,20,50,149	1,03,44,873	1,37,50,463
Orissa . . .	4,34,09,073	5,14,02,841	19,72,623	22,88,048
Punjab . .	9,46,12,248	11,08,24,702	1,87,32,399	1,90,46,030
Rajasthan . .	5,36,16,367	6,75,85,017	60,82,090	75,35,221
Uttar Pradesh .	25,10,89,807	27,51,39,205	2,65,72,995	3,02,59,113
West Bengal .	20,56,75,983	23,63,45,519	2,80,18,308	3,07,39,876
A. & N. Islands .	3,51,104	3,81,478	..	..
Delhi . . .	4,97,87,931	6,55,14,049	1,19,64,172	1,48,70,144
Himachal Pradesh	61,00,142	59,06,130	3,52,767	3,21,037
L. M. & A. Islands	21,273	1,21,821	..	..
Manipur . .	26,40,061	32,59,162	1,34,760	1,71,464
Tripura . .	71,33,715	1,05,94,882	5,46,915	8,23,465
N.E.F.A. . .	13,72,895	17,19,849	..	..
Pondicherry .	20,83,345	27,19,668	1,20,044	5,70,109
India .	1,85,54,22,183	2,16,79,88,811	20,75,19,115	23,85,56,375

Education by States

Total		Increase (+) or Decrease (—)		State
1956-57	1957-58	Amount	Percent- age	
6	7	8	9	10
Rs.	Rs.	Rs.		
14,74,15,131	16,84,43,155	+ 2,10,28,024	+ 14·3	Andhra Pradesh
4,83,65,855	6,13,96,445	+ 1,30,30,590	+ 26·9	Assam
13,76,73,957	15,56,97,705	+ 1,80,23,748	+ 13·1	Bihar
37,92,64,127	45,18,20,137	+ 7,25,56,010	+ 19·1	Bombay
1,25,14,855	1,37,28,474	+ 12,13,619	+ 9·7	Jammu & Kashmir
11,39,34,047	12,75,53,500	+ 1,36,19,453	+ 12·0	Kerala
11,01,20,623	13,28,16,896	+ 2,26,96,273	+ 20·6	Madhya Pradesh
19,36,00,238	23,11,49,432	+ 3,75,49,194	+ 19·4	Madras
10,76,61,398	12,58,00,612	+ 1,81,39,214	+ 16·8	Mysore
4,53,81,696	5,36,90,889	+ 83,09,193	+ 18·3	Orissa
11,33,44,647	12,98,70,732	+ 1,65,26,085	+ 14·6	Punjab
5,96,98,457	7,51,20,238	+ 1,54,21,781	+ 25·8	Rajasthan
27,76,62,802	30,53,98,318	+ 2,77,35,516	+ 9·9	Uttar Pradesh
23,36,94,291	26,70,85,395	+ 3,33,91,104	+ 14·3	West Bengal
3,51,104	3,81,478	+ 30,374	+ 8·7	A. & N. Islands
6,17,52,103	8,03,84,193	+ 1,86,32,090	+ 30·2	Delhi
64,52,909	62,27,167	— 2,25,742	— 3·5	Himachal Pradesh
21,273	1,21,821	+ 1,00,548	+ 472·7	L. M. & A. Islands
27,74,821	34,30,626	+ 6,55,805	+ 23·6	Manipur
76,80,630	1,14,18,347	+ 37,37,717	+ 48·7	Tripura
13,72,895	17,19,849	+ 3,46,954	+ 25·3	N.E.F.A.
22,08,389	32,89,777	+ 10,86,388	+ 49·3	Pondicherry
2,06,29,41,248	2,40,65,45,186	+ 34,36,03,938	+ 16·7	India

Table XIII—Expenditure on Education by States—Contd.

State	Percentage of Expenditure met from					Average Annual Cost per Pupil		Expenditure per Capita
	Govt. funds	Local Board funds	Fees	Endowments	Other sources	1956-57	1957-58	
11	12	13	14	15	16	17	18	19
						Rs.	Rs.	Rs.
Andhra Pradesh	62.9	13.2	13.9	4.3	5.7	47.3	52.7	4.8
Assam . .	76.2	0.5	16.4	4.2	2.7	42.1	50.0	6.0
Bihar . .	69.0	2.6	18.3	1.3	8.8	50.6	54.7	3.6
Bombay . .	61.0	9.2	21.0	1.3	7.5	59.0	66.2	8.1
Jammu and Kashmir .	93.2	..	4.0	1.0	1.8	59.9	56.3	2.8
Kerala . .	80.6	2.6	10.1	0.3	6.4	40.8	44.1	8.0
Madhya Pradesh	82.5	5.5	6.6	1.0	4.4	58.4	64.7	4.7
Madras . .	58.1	14.4	16.6	10.0	0.9	56.2	63.8	6.8
Mysore . .	72.6	6.5	12.5	0.8	7.6	47.9	52.4	5.6
Orissa . .	80.4	1.2	8.4	3.7	6.3	47.8	54.3	3.4
Punjab . .	52.6	8.7	27.2	6.4	5.1	61.2	67.6	7.0
Rajasthan .	84.3	0.8	7.9	4.4	2.6	70.4	80.2	4.1
Uttar Pradesh .	55.2	7.9	24.1	1.6	11.2	66.1	66.0	4.3
West Bengal .	62.2	3.0	26.6	2.5	5.7	67.4	76.3	9.4
A. & N. Islands	94.9	..	5.0	..	0.1	102.2	108.5	9.5
Delhi . .	73.3	9.1	13.0	0.5	4.1	183.0	227.6	35.1
Himachal Pradesh .	91.4	0.7	4.3	0.7	2.9	64.7	70.6	5.5
L. M. & A. Islands .	100.0	..	..	..	..	12.9	49.6	3.0
Manipur . .	71.3	0.0	20.3	8.1	0.3	26.2	28.3	5.3
Tripura . .	92.0	..	5.4	2.2	0.4	80.0	105.8	16.6
N.E.F.A. . .	100.0	..	..	..	..	216.9	377.4	2.7
Pondicherry .	87.9	..	6.9	0.5	4.7	73.5	96.2	8.7
India . .	65.6	7.1	18.2	2.9	6.2	57.3	63.3	5.9

CHAPTER II

EDUCATIONAL ORGANISATION AND PERSONNEL

This chapter deals with the main developments that took place in the field of (a) Educational Organisation (b) Educational Services and (c) Direction and Inspection in the various States during 1957-58.

(a) Educational Organisation

During the year under review, the Central Ministry of Education was renamed as the Ministry of Education and Scientific Research. The Scientific Research Division of the former Ministry of Natural Resources and Scientific Research and its subordinate offices were transferred to the new Ministry of Education and Scientific Research. The reconstituted Ministry consisted of three departments, viz., (i) Department of Education, (ii) Department of Cultural Activities and Physical Education and (iii) Department of Scientific Research and Technical Education.

Except for the States of Andhra Pradesh, Kerala, Madras, Punjab and Uttar Pradesh, no substantial change occurred in the educational set-up of the States. In Andhra Pradesh, the branch office of the Directorate at Kurnool was shifted to Hyderabad, and Telangana and Andhra wings of the Directorate were integrated. A separate department for Technical education was also established. In Kerala, the offices of the Divisional Education Officers and those of Inspectresses were abolished with effect from January 1958, and instead, the offices of District Education Officers were increased. Even the post of Office Superintendent (Admn.) was substituted by that of District Education Officer (Admn.). In Madras, 8 new educational districts were added, to have an effective and efficient control and supervision on educational institutions. In Punjab, the Director of Public Instruction was relieved of his duties as Education Secretary, for which a new post was created. The Director of Public Instruction, however, continued to function as ex-officio Additional Secretary to the Government of Punjab, Education Department. Posts of Associate Inspectors were created in 8 big districts of Uttar Pradesh to exercise effective control over the educational institutions in those districts.

In the Union Territories of Himachal Pradesh, Manipur and Tripura, the control and maintenance of primary and secondary schools were vested in the Territorial Councils of those Territories. Principal Education Officers were appointed to administer control on these institutions.

(b) Educational Services

The educational services continued to consist of two broad cadres in almost all the States e.g. (i) State Educational Services, generally divided into Class I and Class II and (ii) Subordinate Educational Services divided into different classes with different scales of pay.

The total strength of the State Educational Services (including equivalent posts where such services did not exist) increased from 6,939 to 9,060 during 1957-58. Of the total, 928 posts were in class I and 8,132 posts in class II. Their distribution among different classes is given below in table XIV.

Table XIV—Distribution of State Educational Services according to Branches

Branches	Class I		Class II		Total
	Men	Women	Men	Women	
1	2	3	4	5	6
Direction and Inspection ..	218	25	827	93	1,163
Collegiate	568	37	4,552	569	5,726
School	45	3	1,565	334	1,947
Others	32	..	200	7	239
Total ..	863	65	7,144	1,003	9,075

Of the class I posts, 318 were filled by direct recruitment, 487 by promotion and 70 by officiating arrangements. The remaining 53 posts were kept in abeyance. The corresponding numbers in case of class II posts were 3,745, 3,340, 614 and 448 respectively. The state-wise distribution of these posts according to classes is given in table XV.

There was no noteworthy change in the scales of pay of the different educational services in the States during this year.

(c) Direction and Inspection

Almost every State reported substantial expansion in their Directorate to cope with the increasing volume of work connected with educational development schemes under the Second Five Year Plan.

The total expenditure on Direction and Inspection increased by Rs. 65,15,062 to Rs. 4,77,31,146 during the year and constituted about 2.0 per cent of the total expenditure on Education, as in the previous year. The expenditure on Direction and Inspection met from Govt. funds constituted 95.4 per cent. The share of the local boards and other sources came to 4.1 and 0.5 per cent respectively. The contribution from fees was negligible.

Table XVI gives the distribution of the expenditure on Direction and Inspection in the different States for the years 1956-57 and 1957-58. Except for the States of Madhya Pradesh and Uttar Pradesh, where this expenditure declined to the extent of 4.2 and 3.7 per cent respectively, all the States reported increased expenditure on this score. The highest expenditure among States was reported by Bombay (Rs. 66,99,850), followed closely by Uttar Pradesh (Rs. 57,28,267), Bihar (Rs. 43,57,720) and the lowest by Jammu & Kashmir (Rs. 6,23,200). In Union & Other Territories, it ranged from Rs. 6,86,958 in Delhi to Rs. 1,000 in L.M. & A. Islands.

It will be seen from col. (8) of table XVI that the percentage of expenditure on Direction and Inspection to the total expenditure on Education varied from State to State. The range was between 4·5 per cent in Jammu & Kashmir to 0·9 per cent in West Bengal among States and from 0·9 per cent in Delhi to 12·0 per cent in N.E.F.A. among Territories.

The percentage of expenditure on Direction and Inspection as borne by different agencies in the States is shown in columns (9) to (12) of table XVI. Except in Bihar, Bombay, Madhya Pradesh, Madras, Punjab, Uttar Pradesh, West Bengal and Delhi, where local boards contributed to the extent of 1·9, 0·5, 0·5, 23·4, 4·8, 8·6, 1·8 and 28·7 per cent respectively and in Andhra Pradesh, where the expenditure from fees and other sources amounted to 2·5 per cent each, the entire expenditure was borne by the respective State Governments and Administrations of Territories.

Table XV—State Educational Service—Classes I and II

State	Class	Total Number of Posts			Number of Posts held by										Number of Posts Vacant or Held in Abeyance		
		Men	Wo- men	All Per- sons	Direct Recruitments			Promoted Officers			Officiating Arrangements			Men	Wo- men	All Per- sons	
					Men	Wo- men	All Per- sons	Men	Wo- men	All Per- sons	Men	Wo- men	All Per- sons				
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Andhra Pradesh	Class I	21	3	24	1	..	1	20	3	23	..	..	..	..	..	..
	Class II	140	36	176	26	..	26	114	36	150	..	..	..	..	..	..
Assam	Class I	44	2	46	3	1	4	28	1	29	13	..	13	..	..	..
	Class II	73	5	78	64	4	68	9	1	10	..	..	..	..	..	..
Bihar	Class I	77	5	82	21	1	22	43	4	47	3	..	3	10	..	10	
	Class II	422	55	477	219	27	246	134	17	151	5	2	7	64	9	73	
Bombay	Class I	190	10	200	98	5	103	52	5	57	11	..	11	29	..	29	
	Class II	864	94	958	429	33	462	251	43	294	73	18	91	111	..	111	
Jammu and Kashmir	Class I	1	..	1	..	..	..	1	..	1	..	..	..	..	..	..
	Class II	369	64	433	224	35	259	145	29	174	..	..	..	..	..	..
Kerala	Class I	72	7	79	46	4	50	26	3	29	..	..	..	..	..	..
	Class II	855	171	1,026	393	121	514	367	45	412	77	2	79	18	3	21	
Madhya Pradesh	Class I	121	7	128	24	1	25	72	4	76	22	2	24	3	..	3	
	Class II	1,606	177	1,783	620	45	665	623	73	696	214	46	260	149	13	162	
Madras	Class I	28	3	31	6	..	6	16	3	19	5	..	5	1	..	1	
	Class II	117	35	152	25	6	31	80	28	108	6	..	6	6	1	7	
Mysore	Class I	58	1	59	6	..	6	44	1	45	6	..	6	2	..	2	
	Class II	201	28	229	35	1	36	141	25	166	19	2	21	6	..	6	
Orissa	Class I	37	2	39	2	..	2	30	2	32	2	..	2	3	..	3	
	Class II	350	22	372	283	12	295	53	10	63	2	..	2	12	..	12	

Table XVI—Expenditure on Direction & Inspection

State	Expenditure						Percentage of total Expenditure on Education, 1957-58	Percentage of Expenditure on Direction and Inspection (1957-58) met from			
	On Direction		On Inspection*		Total			Govern-ment Funds	Local Board Funds	Fees	Other Sources
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58					
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					
Andhra Pradesh	6,35,939	8,02,112	23,51,296	26,64,874	29,87,235	34,66,986	2.1	95.0	..	2.5	2.5
Assam	3,09,800	4,41,317	13,03,030	16,06,014	16,12,830	20,47,331	3.3	100.0	..	..	..
Bihar	3,82,693	4,30,386	29,72,480	39,27,334	33,55,173	43,57,720	2.8	95.6	1.9	..	2.5
Bombay	10,35,559	13,20,005	45,88,213	53,79,845	56,23,772	66,99,850	1.5	99.5	0.5	..	..
Jammu & Kashmir	92,400	1,86,200	2,28,899	4,37,000	3,21,299	6,23,200	4.5	100.0	..	..	..
Kerala	12,49,753	6,77,608	11,61,361	21,21,804	24,11,114	27,99,412	2.2	100.0	..	..	..
Madhya Pradesh	13,88,748	10,81,705	26,28,689	27,75,277	40,17,437	38,56,982	2.9	99.5	0.5	..	..
Madras	5,68,169	6,70,472	30,00,849	33,09,261	35,69,018	39,79,733	1.7	76.6	23.4	..	..
Mysore	3,62,543	5,68,434	15,85,840	26,34,415	19,48,383	32,02,849	2.5	100.0	..	..	..
Orissa	3,80,706	3,51,374	11,06,329	11,65,083	14,87,035	15,16,457	2.8	100.0	..	..	..
Punjab	8,60,630	7,52,679	15,65,767	19,83,920	24,26,397	27,36,599	2.1	95.2	4.8	..	..
Rajasthan	2,78,632	6,62,254	13,65,735	19,00,727	17,44,417	25,62,981	3.4	100.0	..	..	..

Uttar Pradesh	10,76,529	10,66,924	48,66,086	46,61,343	59,42,615	57,38,267	1.9	91.4	8.6	..	..
West Bengal	4,29,706	4,30,336	18,61,829	19,49,436	22,91,535	23,79,772	0.9	98.2	1.8	..	..
Delhi	2,68,782	3,54,721	3,09,191	3,32,237	5,77,973	6,86,958	0.9	71.3	28.7	..	..
Himachal Pradesh	15,630	64,800	2,11,841	2,00,488	2,27,471	2,65,288	4.3	100.0	..	..	..
L.M. & A. Islands . . . . .	..	..	..	1,000	..	1,000	0.8	100.0	..	..	..
Manipur	79,223†	1,80,478†	..	..	79,223	1,80,478	5.3	100.0	..	..	..
Tripura	1,18,753	1,29,309	1,60,949	2,21,309	2,79,702	3,50,518	3.1	100.0	..	..	..
N.E.F.A..	1,00,848	98,007	1,48,210	1,08,641	2,49,058	2,06,648	12.0	100.0	..	..	..
Pondicherry	53,873	71,057	10,524	11,060	64,397	82,117	2.5	100.0	..	..	..
India	97,88,916	1,03,40,178	3,14,27,168	3,73,90,968	4,12,16,084	4,77,31,146	2.0	95.4	4.1	..	0.5

*Includes expenditure on Direction of Girls' Education.

†Includes expenditure on Inspection also.

CHAPTER III

PRIMARY EDUCATION

On the recommendation made at the 23rd meeting of the Central Advisory Board of Education held in January 1956, an All-India Council for Elementary Education (consisting of 23 members including 14 representatives from States) was established by the Government of India in July 1957. The main functions of the council *inter alia* are—

- (i) to advise the Government of India, the State Governments and the local bodies on all matters relating to education;
- (ii) to prepare programmes for the early implementation of Article 45 of the Constitution of India, (provision of universal, free and compulsory education to children in age-group 6—14 by 1960-61); and to revise them as and when necessary;
- (iii) to prepare or to have prepared detailed programmes for the expansion and improvement of Elementary education in each State; and
- (iv) to produce or assist in the production of literature.

As it would not be practicable to attain the objective of providing free and compulsory education by the specified period in accordance with the directive of Article 45 of the Constitution of India, the Education Panel set up by the Planning Commission recommended that—

- (i) an attempt should be made to realise the objective of providing universal, free and compulsory education for all children upto 14 years in a period of 15 to 20 years at the latest; and
- (ii) the immediate objective should be the introduction of universal, free and compulsory education for all children up to the age of 11, which should be achieved by the end of 1965-66 at the latest.

The above recommendations, amongst other items, were discussed in the first meeting of the Council held in March 1958 and it was felt that these should be implemented to the fullest extent possible. The Council further recommended that the major need of the country in the field of elementary education was to establish schools in all school-less habitations as early as possible. The Council also felt that, as a temporary measure, the States could be advised to maintain a pupil-teacher ratio of 10 : 1, although in their opinion the desirable ratio was 30 : 1.

The tempo of development in the field of primary education, initiated after the attainment of independence, was maintained during this year also, as will be seen from the following brief account of the main developments that took place in the various States/Territories.

Andhra Pradesh

In Andhra area, the scheme of taking over aided elementary schools by Government was in full swing and extended to one more district, viz., Vishakhapatnam during the year. Sanction of the Government for the opening of 100 single-teacher non-basic elementary schools was accorded and 47 aided elementary schools with 85 teachers were opened.

396 single-teacher primary schools were opened in the Telengana area, where conversion of 386 voluntary aided schools to single-teacher schools was also reported.

Assam

A remarkable increase in the number of primary schools (including schools of basic type) under different managements was witnessed during the year and some primary schools were converted into junior basic schools.

Bihar

A number of primary schools in municipalities and backward areas were orientated to the basic pattern. Several primary (including junior basic) schools under the management of local boards were upgraded to middle/senior basic schools. The State Government sanctioned a new scale of pay for graduate teachers and craft teachers working in primary and middle schools during the year.

Bombay

The intensive drive to provide schools for school-less villages in the old Bombay area (with its three-fold programme initiated in the year 1953-54) was continued throughout the year. The scheme of volunteer teacher schools, introduced in the previous year, was in full swing.

Compulsory primary education was introduced in villages with population of less than 1,000, thereby leading to an increase in the enrolment in the District School Board and aided primary schools. Compulsion, however, was not introduced in the Kutch region of the State.

The different areas of the State had different systems of administration of primary education, thus creating a lack of uniformity in educational development and in the machinery for the administration of primary education as a whole. To overcome this, the State Government appointed an Integration Committee in January 1958 to survey and report to government on the present position of primary (including basic) and pre-primary education in the different regions of the State and advise Government on the measures necessary for evolving a uniform but flexible system of education at the primary and pre-primary stages.

Kerala

In schools, where there were more than 200 girls, provision was made for the teaching of music or needle work. The scales of pay of trained teachers in primary schools in both T.C. and Malabar areas were considerably enhanced from 1-4-1957.

Madhya Pradesh

The scales of pay of teachers were further revised during the year. More than three thousand primary schools were newly added.

Madras

By the end of the year, 11,860 out of 12,137 population centres (villages and towns) with a population of 500 and above in the State were provided with one or more schools. Compulsory primary education was in force in certain selected areas.

To improve existing conditions and to extend educational facilities, the State Education Department embarked on a new programme called "the Pilot Project Co-ordination Scheme". The scheme was a great success in the Kadam-bathur area, where it was experimented. The main aim of the scheme was to make the people realise that they should not always depend on Government for development of education, and to implement educational schemes by harnessing the goodwill and co-operation of the community and to arouse its interest in education.

A programme of free mid-day meals to the school children was organised, purely on a voluntary basis, by establishing centres in towns and villages. This movement, launched in 1956, continued as a people's movement during this year, and till 1st November 1957, through the efforts of the officers of the State Education department and the munificence of local public, supply of mid-day meals was arranged for over 75,000 children in about 3,900 centres without any financial assistance from the State Government. Since 1st November 1957, the State Government started subsidising this effort with a grant of 6 naye paise per meal per student in elementary schools. Consequently, the number of free mid-day meal centres increased to 8,270 and they fed about 2,28,844 pupils in elementary schools. The expenditure by the State Government on the scheme amounted to Rs. 7.32 lakhs during the year.

As against the target of 1,735 additional classes and enrolment of 1,04,085 pupils envisaged for implementation during the year under the Second Five Year Plan, 1,878 classes were opened and 1,67,000 pupils enrolled.

Mysore

The expansion programme under the Second Five Year Plan were implemented by opening of 369 single-teacher junior primary schools.

Seminars of primary school teachers at district level were arranged, 7 in each district in all the 20 educational districts. About 7,000 teachers participated in the seminars.

Orissa

Under the scheme of expansion of elementary education, about 1,000 teachers were appointed during the year in new primary schools and in some of the existing schools, where enrolment had increased. Craft materials were supplied to all the primary schools. Seminars were held in order to bring closer contacts between the teachers of primary and junior basic schools and to afford opportunities to exchange views.

Punjab

A large number of primary schools—both basic and non-basic—was opened, and 120 traditional schools were converted to the basic type. To enrich the content of primary education and to make instruction more interesting

crafts like spinning and weaving, carpet making, clay-modelling, etc. were introduced in a number of schools. The pay scales of primary school teachers were also revised during the year.

Rajasthan

More than 600 new primary schools were opened during the year.

Uttar Pradesh

1,250 junior basic schools were opened in the rural areas of the State. Grants to the extent of Rs. 7,84,102 (recurring) and Rs. 25,73,750 (non-recurring) were sanctioned by the State Government to the District Boards for the opening of junior basic schools in rural areas of the State.

Tuition fees in classes I—III had been abolished last year, and education in classes IV and V was made free with effect from July 1957. The loss to local bodies and private institutions on account of abolition of tuition fees in classes I to V was reimbursed by the State at a cost of Rs. 20,42,316.

West Bengal

Gradual conversion of 4-class primary schools into 5-class junior basic schools continued steadily during the year. Roughly, 76 per cent of the children in the age-group 6—11 were attending schools. Preliminary steps to implement the scheme of free and compulsory primary education during the Third Five Year Plan period were also taken during the year under review.

A. & N. Islands

More primary schools were opened in the colonisation and other areas and qualified teachers were recruited.

Delhi

To improve the general standard of teaching, liberal grants were given to equip schools with better teaching aids.

Himachal Pradesh

Two primary schools were converted to junior basic schools, while craft material was supplied to 185 primary schools.

Manipur

Compulsion has not been introduced so far; but education is free in the lower primary classes. 13 schools were converted into junior basic schools, while 5 new government basic schools were established.

Tripura

80 primary schools were fully equipped with craft materials this year. 164 teachers were trained during this year also under the scheme of four weeks' short teachers' training course conducted by Government in the Basic teachers' training college.

L.M. & A. Islands

Scale of pay of teachers (especially trained) were revised to attract more teachers to work in the Islands. Arrangements for the supply of teaching aids and apparatus and museum articles to schools were completed.

N.E.F.A.

Qualified Hindi teachers were appointed. Tribal students were trained at the amalgamated Hindi Training Centre at Margherita and the successful trainees from the centre were appointed as teachers in lower primary schools.

Pondicherry

New single-teacher schools were opened in more villages, and some single-teacher schools were upgraded or bifurcated to avoid over-crowding. The change over of the medium of instruction from French and English to Tamil in almost all schools was continued this year also and was implemented in class VI.

System of School Classes

The system of school classes did not undergo any change during the year. The duration of primary stage differed, not only from State to State, but also from region to region within the States of Bombay, Madhya Pradesh, Mysore and West Bengal (due to reorganisation of States). Neither was the nomenclature for the primary classes uniform. In Pondicherry, there were three different types of schools, with Tamil, French and English as the media of instruction the duration being seven, five and four years respectively.

Table XVII gives the duration and the number of classes in different States and Union Territories :

Table XVII—System of School Classes at Primary Stage

State	Name of the Classes	Duration (years)
1	2	3
Andhra Pradesh—		
(i) Erstwhile Andhra State	I, II, III, IV and V	5
(ii) Area of the erstwhile Hyderabad State	Inf., I, II, III and IV	5
Assam	A, B, I, II and III	5
Bihar	I, II, III, IV and V	5
Bombay—		
(i) Erstwhile Bombay State	I, II, III and IV	4
(ii) Area of the erstwhile Madhya Pradesh State (Vidarbha Region) and Erstwhile Saurashtra State	I, II, III and IV	4
(iii) Area of the erstwhile Hyderabad State (Marathawada Region)	Inf., I, II, III and IV	5
(iv) Erstwhile Kutch State	Inf., I, II, III and IV	5
Jammu and Kashmir	I, II, III, IV and V	5
Kerala	I, II, III, IV and V	5

Table XVII—System of School Classes at Primary Stage—Contd.

1	2	3
Madhya Pradesh—		
(i) Area of the erstwhile Madhya Pradesh State	I, II, III and IV . . .	4
(ii) Erstwhile Madhya Bharat, Bhopal, Vindhya Pradesh States and Sironj Sub-division of erstwhile Rajasthan State	I, II, III, IV and V . . .	5
Madras	I, II, III, IV and V . . .	5
Mysore—		
(i) Erstwhile Mysore State (in Civil areas and Bellary District)	I, II, III, IV and V . . .	5
In Other Areas	Forms I, II, III and IV . . .	4
(ii) Area of erstwhile Bombay State	I, II, III and IV . . .	4
(iii) Areas of erstwhile States of Madras and Coorg	I, II, III, IV and V . . .	5
(iv) Area of erstwhile Hyderabad State . . .	Inf., I, II, III and IV . . .	5
Orissa	Inf., I, II, III, IV and V . . .	6
Punjab	I, II, III, IV and V . . .	5
Rajasthan—		
(i) Erstwhile States of Rajasthan and Ajmer and area of erstwhile Madhya Bharat State	I, II, III, IV and V . . .	5
(ii) Area of erstwhile Bombay State (Abu Road Taluka)	I, II, III and IV . . .	4
Uttar Pradesh	I, II, III, IV and V . . .	5
West Bengal—		
(i) Erstwhile West Bengal State	I, II, III and IV . . .	4
(ii) Area of erstwhile Bihar State	I, II, III, IV and V . . .	5
A. & N. Islands	I, II, III, IV and V . . .	5
Delhi	I, II, III, IV and V . . .	5
Himachal Pradesh	I, II, III, IV and V . . .	5
L.M. & A. Islands	I, II, III, IV, V and VI . . .	6
Manipur	A, B, I and II . . .	4
Tripura	I, II, III, IV and V . . .	5
N.E.F.A.	A, B, I, II and III . . .	5

Table XVII—System of School Classes at Primary Stage—Concd.

1	2	3
Pondicherry—		
(i) Tamil Schools	Classes I, II, III, IV, V, VI and VII	7
(ii) French Schools	one 11, 10, 9, 8 and 7	5
(iii) English Schools	Standards I, II, III and IV . .	4

Administration and Control

The three agencies (Government, Local Boards, i.e., District Boards & Municipal Boards, etc. and Private Bodies) continued to administer primary schools. In Bihar Kerala and Orissa more than 59, 57 and 68 per cent of the primary schools were under the management of private bodies. In other States, Government and Local Board administration of primary schools was dominant. In all the Union Territories, except Delhi, government-managed schools were in an overwhelming majority. The State Governments exercised academic control over all the primary schools, and periodical inspection of the schools was carried out by the Inspectorate staff under the Director of Public Instruction or Director of Education.

Schools

During the year, the total number of recognised primary schools increased from 2,87,298 to 2,98,247, the percentage of increase being 3·8 as against 3·3 in the preceding year. Of these, 2,81,814 schools were for boys and 16,433 for girls. Their distribution according to managements was as follows—

Table XVIII—Number of Primary Schools by Managements

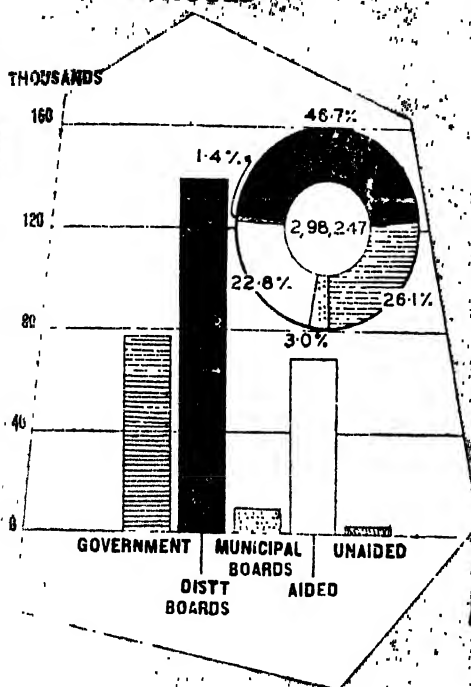
Management	1956-57		1957-58	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government	64,098	22·3	77,724	26·1
District Boards	1,42,960	49·8	1,39,416	46·7
Municipal Boards	9,104	3·1	8,859	3·0
Private Bodies—				
Aided	67,126	23·4	67,924	22·8
Unaided	4,010	1·4	4,324	1·4
Total	2,87,298	100·0	2,98,247	100·0

It will be seen that the percentage of schools managed by government recorded an increase, while that managed by others decreased.

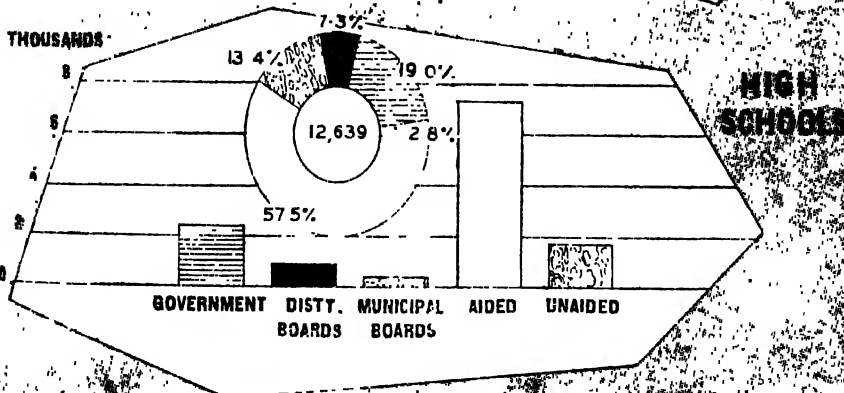
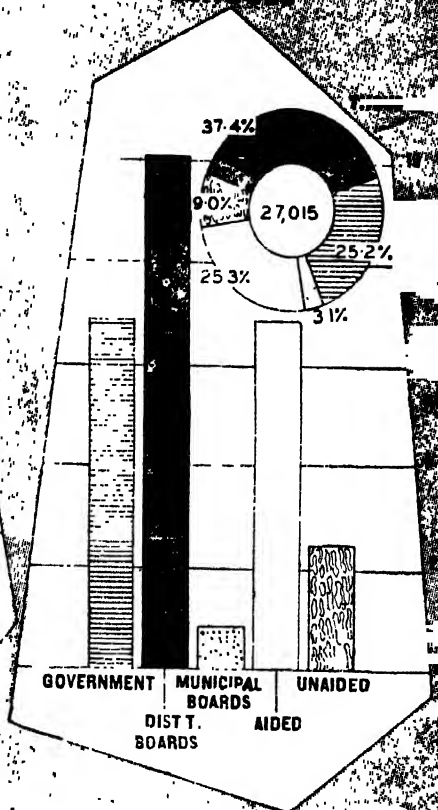
SCHOOLS BY MANAGERMENTS

1957-58

PRIMARY SCHOOLS



MIDDLE SCHOOLS



The number of primary schools in rural areas was 2,67,531 and constituted 89·7 per cent of the total number of primary schools. The proportion of the primary schools in rural areas remained more or less the same as in the preceding year.

State-wise details of the number of primary schools (including basic schools) for the years 1956-57 and 1957-58 are given in Table XIX. All the States, Union and other Territories reported increase in the number of schools except Kerala, Punjab, Delhi, N.E.F.A. and Pondicherry. The fall in the number of primary schools in the States of Kerala and Punjab was mainly due to upgrading of the existing schools and closure of some single-teacher schools.

Among the States, the highest increase, on percentage basis, was reported by Madhya Pradesh (12·2), followed by Jammu and Kashmir (9·9), West Bengal (8·5), Rajasthan (6·5) and Mysore (5·0). In other States, the percentage of increase was below 5 per cent. Among the Union Territories, the increase reported, on percentage basis, was 16·9 in Manipur, 12·8 in A. & N. Islands, 11·1 in L.M. & A. Islands and 7·9 in Himachal Pradesh.

Columns 10 to 14 of the table XIX show the distribution of primary schools under different managements in the various States and Union Territories.

Pupils

The year under report registered an increase in the number of pupils under instruction in recognised primary schools. The total number of children under instruction was 2,47,88,299 (2,30,87,806 in schools for boys and 17,00,493 in schools for girls), as compared to 2,39,22,567 (2,22,83,954 in schools for boys and 16,38,613 in schools for girls) in 1956-57. The increase in enrolment was 3·6 per cent as against 4·4 per cent in the previous year.

The pupils were distributed in schools under various managements as under:—

Management	Number	Percentage
Government	54,76,626	22·1
District Board	1,12,52,356	45·4
Municipal Boards	21,28,982	8·6
Private :—		
Aided	36,15,364	22·7
Unaided	3,14,971	1·2

The enrolment decreased in local board schools. On the other hand it registered an increase in government and private schools.

The total number of pupils from rural areas studying in primary schools was 1,90,18,435 as against 1,85,03,215 in 1956-57 and constituted 76·7 per cent of the total number of pupils attending primary schools.

Table XIX—Number of Primary

State	For Boys		For Girls		Total	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5	6	7
Andhra Pradesh .	28,458	29,342	490	453	28,948	29,795
Assam . . .	11,936	12,516	737	707	12,673	13,223
Bihar . . .	26,735	27,308	2,950	3,109	29,685	30,417
Bombay . . .	39,044	40,144	1,979	1,996	41,023	42,140
Jammu & Kashmir	1,779	1,935	302	353	2,081	2,288
Kerala . . .	7,339	7,014	34	38	7,373	7,052
Madhya Pradesh .	21,142	23,906	1,620	1,642	22,762	25,548
Madras . . .	22,608	23,431	..	..	22,608	23,431
Mysore . . .	19,786	20,787	1,250	1,293	21,036	22,080
Orissa . . .	14,880	15,506	214	211	15,094	15,717
Punjab . . .	10,635	10,535	1,721	1,672	12,356	12,207
Rajasthan . .	8,833	9,444	556	556	9,389	10,000
Uttar Pradesh .	30,322	31,767	2,999	3,203	33,321	34,970
West Bengal . .	24,307	24,522	934	934	25,241	25,456
A. & N. Islands .	39	44	..	..	39	44
Delhi . . .	371	339	181	191	552	530
Himachal Pradesh .	819	885	15	15	834	900
L.M. & A. Islands .	9	10	..	..	9	10
Manipur . . .	901	1,058	42	44	943	1,102
Tripura . . .	987	1,041	7	..	994	1,041
N.E.F.A. . . .	110	93	..	..	110	93
Pondicherry . .	193	187	34	16	227	203
India . . .	2,71,233	2,81,814	16,065	16,433	2,87,298	2,98,247

Schools by States

Increase (+) or Decrease (-)		Percentage of Primary Schools (1957-58) Managed by					State
Number	Percentage	Govern- ment	District Boards	Muni- cipal Boards	Private Bodies		
					Aided	Unaided	
8	9	10	11	12	13	14	15
+ 847	+ 2.9	28.3	36.4	1.7	33.5	0.1	Andhra Pradesh
+ 550	+ 4.3	10.4	79.1	0.0	2.3	8.2	Assam
+ 732	+ 2.5	0.1	34.1	3.2	59.6	3.0	Bihar
+ 1,117	+ 2.7	9.4	71.2	5.6	12.5	1.3	Bombay
+ 207	+ 9.9	98.4	..	..	1.6	..	Jammu & Kashmir
- 321	- 4.4	41.2	..	0.0	57.8	1.0	Kerala
+ 2,786	+ 12.2	59.3	36.2	1.5	2.3	0.7	Madhya Pradesh
+ 823	+ 3.6	6.4	57.7	4.2	31.5	0.2	Madras
+ 1,044	+ 5.0	55.3	19.7	1.6	23.3	0.1	Mysore
+ 623	+ 4.1	26.6	3.8	0.7	68.0	0.9	Orissa
- 149	- 1.2	97.3	..	0.1	1.3	1.3	Punjab
+ 611	+ 6.5	92.5	3.6	0.5	2.1	1.3	Rasjathan
+ 1,649	+ 4.9	2.1	83.2	7.0	6.4	1.3	Uttar Pradesh
+ 215	+ 8.5	4.2	80.9	1.9	12.2	0.8	West Bengal
+ 5	+ 12.8	100.0	..	..	..	..	A. & N. Islands
- 25	- 4.0	47.9	..	41.7	10.4	..	Delhi
+ 66	+ 7.9	91.9	..	..	8.1	..	Himachal Pradesh
+ 1	+ 11.1	100.0	..	..	..	..	L.M. & A. Islands
+ 159	+ 16.9	48.0	..	..	22.7	29.3	Manipur
+ 47	+ 4.7	81.8	..	..	12.6	5.6	Tripura
- 17	- 15.5	100.0	..	..	..	..	N.E.F.A.
- 24	- 10.6	67.5	..	..	32.5	..	Pondicherry
+ 10,949	+ 3.8	26.1	46.7	3.0	22.8	1.4	India

Table XX gives the number of pupils in recognised primary schools in various States and Union Territories. The over-all increase in enrolment recorded earlier was not shared by all the States/Territories, as in Kerala, Himachal Pradesh, N.E.F.A. and Pondicherry, decrease in enrolment over the previous year was reported. On percentage basis the highest increase was in Jammu & Kashmir (20·3) and the lowest in Andhra Pradesh (0·6) among the States, while in the case of Union Territories, L.M. & A. Islands recorded the highest (52·8) and Delhi the lowest (5·7) increase.

Table XX gives details about the enrolment in primary schools proper, excluding pupils in primary classes attached to secondary schools and including children in pre-primary classes attached to primary schools. The correct picture regarding enrolment in primary stage—in all primary classes—can be had from table XXI, that shows an increase in the number of pupils during the year by 14,05,403 over the previous year. It will be seen from this table that though there was appreciable decrease in the enrolment figures in primary schools in Kerala, the enrolment in primary stage actually increased by 75,295 over the previous year. The proportion of enrolment at the primary stage to the total enrolment in all recognised institutions was 72·0 per cent, the same as in the previous year.

The estimated population of school-going children in the age-group 6-11 and the actual enrolment in classes I-V (corresponding to the age-group 6-11) and percentage of children in classes I-V to the total children in the age-group 6-11 are given in table XXII. The all-India percentage of children in primary classes to those of school-going age increased during the year to 56·7 from 55·5, indicating that more children in the age-group 6-11 had been brought to schools. Kerala and Manipur have brought almost all children to schools. In N.E.F.A. only 5 per cent of the children in the age-group 6-11 were attending schools. In other States/Territories the position of enrolment varied from 25 to 81 per cent.

Co-education

The number of girls reading in primary schools for boys during the year was 61,27,514, constituting 79·8 per cent of the total number of girls studying in primary schools. The proportion of girls studying in schools for boys remained the same as during the last year. From table XXIII it will be seen that co education in primary schools was prevalent to a large extent in most of the States and Union Territories. Madras, A. & N. Islands, L.M. & A. Islands, Tripura and N.E.F.A. had no primary schools exclusively for girls.

Wastage

Wastage in primary classes remained an unsolved problem and no improvement in the position was noticed. Out of every 100 pupils who were admitted in class I in 1954-55, only 41 could continue their studies in class IV in the year under report. The main causes contributing to wastage were, as usual, the

general poverty of the pupils, inadequate and ill-paid staff, ill-equipped, inadequate and unsuitable school buildings, etc. Wastage amongst girls was greater than among boys.

Single-Teacher Schools

Under the scheme of relief to the educated unemployed, more single-teacher primary schools were opened; consequently the total number of such schools increased from 1,16,263 in the previous year to 1,23,248. The total number of pupils in these schools was 44,68,186 as against 42,21,501 in 1956-57.

Details about single-teacher schools, enrolment, their proportion to the total number of primary schools in various States and Union Territories are given in table XXIV. This type of schools increased in all the States/Union Territories except in Kerala, Punjab, West Bengal, Himachal Pradesh and N.E.F.A., where decrease was observed.

Single-teacher schools are one of India's oldest traditions in education and are likely to remain a permanent feature of our educational landscape in view of the distribution of the Indian population in a large number of villages. Though these institutions present pedagogic and administrative problems, they are indispensable and they should be given not only the right to live, but also the honourable status to carry on the torch to those forsaken places, that need them most. It will be seen from table XXIV that out of every 100 primary schools, 11 are single-teacher schools.

Compulsion

Compulsory primary education continued to be in force during the year under report in selected areas (both urban and rural) in varying degrees in all the States except Jammu and Kashmir, and only in the Union Territory of Delhi. The number of towns and villages under compulsion maintained an upward trend from 1,177 to 1,314 and 53,535 to 55,168 respectively. There were 13,244 schools in urban areas and 50,823 schools in villages with an enrolment of 27,75,801 and 41,10,617 respectively. The total number of children enrolled under compulsory education scheme rose from 63,27,272 to 69,05,718. *Prima facie* though it appears that there was increase in the number of children brought to schools under compulsion, the over-all proportion of children in schools to the total number of school-going population in the age-group 6-11 did not show any appreciable increase over the previous year.

Details of coercive measures taken, attendance officers employed to enforce compulsion in the selected areas in different States, along with other details regarding number of areas and schools under compulsion, enrolment therein etc., are given in table XXV. Although the States have shown some progress in enforcing compulsory primary education, there is much to be achieved in the direction. Lack of finances, lack of adequate educational facilities (such as teachers and accommodation), lack of real interest on the part of parents to educate their children, and above all, non-availability of a well co-ordinated programme were the main causes that hindered the rapid progress of compulsory primary education in the country.

Table XX—Number of Pupils in Primary Schools

State	In Schools for Boys		In Schools for Girls		Total		Increase (+) or Decrease (—)	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	24,26,237	24,50,829	55,002	45,084	24,81,239	24,96,813	— 15,484	+ 0.6
Assam	7,49,128	7,99,133	47,692	46,826	7,96,220	8,45,959	— 49,739	+ 6.2
Bihar	15,29,547	15,57,779	1,24,445	1,35,335	16,53,992	16,93,314	— 39,322	+ 2.4
Bombay	34,27,290	35,83,119	4,50,136	4,86,454	38,77,426	40,43,573	+ 1,66,153	+ 4.3
Jammu & Kashmir	86,422	1,03,119	13,325	16,888	99,747	1,20,007	— 20,260	+ 20.3
Kerala	18,77,169	17,19,206	16,044	16,383	18,93,213	17,35,389	+ 1,57,824	+ 8.3
Madhya Pradesh	11,60,948	12,56,050	1,10,428	1,14,218	12,71,376	13,70,268	— 98,892	+ 7.8
Madras	26,74,596	27,55,747	..	..	26,74,596	27,55,747	— 81,151	+ 3.0
Mysore	13,80,981	14,54,548	1,54,788	1,63,197	15,35,769	16,17,745	+ 81,976	+ 5.3
Orissa	6,65,154	6,96,470	13,541	14,022	6,78,695	7,10,492	+ 31,797	+ 4.7

Punjab	7,46,580	7,56,703	1,83,243	1,78,560	9,29,832	9,35,693	—	11,861	—	1-3
Rajasthan	4,22,836	4,60,967	41,391	46,188	1,61,250	5,06,255	—	42,005	—	+ 9-0
Uttar Pradesh	26,64,612	29,76,545	2,50,674	2,80,505	29,15,286	32,57,050	—	3,41,764	—	+ 11-7
West Bengal	21,91,909	22,34,201	1,29,487	1,31,438	23,21,396	23,65,639	—	44,243	—	+ 1-9
A. & N. Islands	1,807	2,030	..	..	1,807	2,030	—	223	—	+ 12-3
Delhi	82,985	83,509	36,709	42,992	1,19,644	1,26,501	—	6,857	—	+ 5-7
Himachal Pradesh	51,671	42,310	1,042	1,084	52,713	43,394	—	9,319	—	— 17-7
L.M. & A. Islands	1,521	2,324	..	..	1,521	2,324	—	803	—	+ 52-8
Manipur	67,408	76,913	4,522	5,008	71,930	81,921	—	9,991	—	+ 13-9
Tripura	59,157	64,777	288	..	59,445	64,777	—	5,332	—	+ 9-0
N.E.F.A.	4,234	3,211	..	..	4,234	3,211	—	1,023	—	— 24-2
Pondicherry	17,783	9,216	6,369	781	24,152*	9,907	—	14,155	—	— 55-6
India	2,22,83,954	2,30,87,806	16,38,613	17,00,493	2,39,22,567	2,47,88,299	—	8,65,732	—	+ 3-6

* Includes enrolment in certain upper primary schools reclassified as middle schools during 1957-58.

Table XXI—Number of Pupils in Primary Classes

State	Boys			Girls		Total	Increase (+) or Decrease (—)	
	1956-57	1957-58	1958-59	1957-58	1958-59	1957-58	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	15,43,634	16,00,220	9,10,049	9,68,580	24,53,688	25,66,800	+1,13,117	+ 4.6
Assam	5,57,010	5,94,231	3,05,492	3,26,396	8,62,502	9,20,627	+ 58,125	+ 6.7
Bihar	15,74,407	16,09,305	3,55,345	3,82,007	10,29,755	10,91,312	+ 61,557	+ 3.2
Bombay	28,47,603	29,51,178	15,26,249	16,41,087	43,73,832	45,92,865	+2,19,013	+ 5.0
Jammu & Kashmir	1,23,974	1,27,479	26,237	26,368	1,50,231	1,54,047	+ 3,816	+ 2.5
Kerala	11,20,662	11,71,570	9,47,367	9,71,754	20,68,029	21,43,324	+ 75,295	+ 3.6
Madhya Pradesh	12,12,364	12,97,531	7,78,174	3,14,709	14,90,788	16,12,240	+1,21,502	+ 8.2
Madras	16,50,900	17,22,253	9,58,905	10,13,499	26,09,814	27,35,752	+1,25,938	+ 4.8
Mysore	9,88,742	10,41,731	5,90,836	6,09,528	15,79,581	16,51,559	+ 71,978	+ 4.6
Orissa	5,43,067	5,64,623	1,76,784	1,91,180	7,19,831	7,35,803	+ 35,952	+ 5.0
Punjab	9,41,882	9,53,426	3,74,950	3,99,635	13,16,832	13,52,071	+ 35,239	+ 2.7
Rajasthan	5,06,933	5,55,978	1,03,144	1,21,599	6,10,132	6,77,857	+ 67,725	+11.1
Uttar Pradesh	24,18,073	27,24,070	5,84,358	6,38,961	30,02,431	33,63,031	+3,60,600	+12.0

West Bengal . . .	15,46,545	15,82,956	7,95,249	8,98,110	23,41,745	23,91,066	± 49,321	+ 2.1
A. & N. Islands . . .	1,323	1,443	729	819	2,052	2,262	± 210	+ 10.2
Delhi	1,20,151	1,25,172	83,902	82,375	2,04,053	2,07,547	± 3,494	+ 1.7
Himachal Pradesh . . .	62,454	57,904	15,708	10,467	78,162	67,471	— 10,691	— 13.7
L. M. & A. Islands . . .	1,234	1,703	287	621	1,521	2,324	± 803	+ 52.8
Manipur	54,783	55,263	18,758	23,606	73,541	81,869	± 8,328	+ 11.3
Tripura	47,989	49,461	18,862	23,067	66,851	72,528	± 5,677	+ 8.5
N. E. F. A.	4,489	3,426	573	476	5,062	3,902	— 1,160	+ 22.9
Pondicherry	15,634	14,877	5,756	9,077	24,390	23,954	— 436	— 1.8
India	1,78,84,117	1,88,12,890	80,80,691	85,57,321	2,59,64,808	2,73,70,311	± 14,05,403	+ 5.4

Table XXII—Educational Facilities for the Children of the Age-Group 6—11

State	Enrolment in Classes I—V*				Population of the Age-Group				Percentage of Children of 6—11 in Classes I—V			
	Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total	
1	2	3	4		5	6	7		8	9	10	
Andhra Pradesh	16,00,220	9,66,589	25,66,809		21,63,000	21,67,000	43,30,000		74.0	44.6	59.3	
Assam	5,94,231	3,26,306	9,20,627		7,27,000	6,69,000	13,96,000		81.7	48.8	65.9	
Bihar	16,09,305	3,82,007	19,91,312		26,33,000	25,69,000	51,93,000		61.1	14.9	38.3	
Bombay	32,82,768	17,65,189	50,47,957		35,60,000	34,76,000	70,36,000		92.2	50.8	71.7	
Jammu & Kashmir	1,27,479	26,568	1,54,047		3,16,000	2,90,000	6,06,000		40.3	9.2	25.4	
Kerala	11,71,570	9,71,754	21,43,324*		9,53,000	9,43,000	18,96,000		122.9	103.0	113.0	
Madhya Pradesh	13,42,104	3,23,505	16,65,609		17,96,000	16,96,000	34,86,000		74.7	19.1	47.8	
Madras	17,22,253	10,13,499	27,35,752		20,33,000	19,57,000	39,90,000		84.7	51.8	68.6	
Mysore	11,39,002	6,51,246	17,90,248		14,03,000	14,17,000	28,20,000		81.2	46.0	63.5	
Orissa	5,31,610	1,86,536	7,18,146		9,73,000	9,03,000	18,76,000		54.6	20.7	38.3	
Punjab	9,58,436	3,93,635	13,52,071		12,23,000	11,03,000	23,26,000		78.4	35.7	58.1	
Rajasthan	5,55,958	1,21,899	6,77,857		12,03,000	11,23,000	23,26,000		46.2	10.9	29.1	
Uttar Pradesh	27,24,070	6,35,901	33,63,631		44,80,000	39,68,000	84,48,000		60.8	16.1	39.8	

West Bengal . . .	17,24,961	9,45.07	25,75,049	16,64,000	10,20,000	32,89,000	103.9	51.9	78.2
A. & N. Islands . . .	1,443	819	2,262	3,000	2,000	5,000	48.1	41.0	45.2
Delhi	1,25,172	82,375	2,07,547	1,43,000	1,13,000	2,56,000	87.5	72.9	81.1
Himachal Pradesh . . .	57,004	10,467	67,471	60,000	66,000	1,26,000	93.0	15.9	53.5
L. M. & A. Islands . . .	1,651	619	2,270	2,000	3,000	5,000	82.6	20.6	45.4
Manipur	63,365	24,930	88,265	46,000	40,000	86,000	137.8	62.3	102.7
Tripura	49,461	23,067	72,528	46,000	50,000	96,000	107.5	46.1	75.6
N. E. F. A.	3,426	476	3,902	40,000	36,000	76,000	8.6	1.3	5.1
Pondicherry	14,877	9,077	23,954	22,000	23,000	45,000	67.6	30.5	53.2
India	1,94,04,496	87,65,583	2,81,70,079	2,54,89,000	2,42,26,000	4,97,15,000	76.1	36.2	56.7

* Includes pupils (studying in classes I to V) beyond the age-group 6-11.

Table XXIII -- Girls in Primary Schools

State	Number of Girls in Boys' Schools	Number of Girls in Girls' Schools	Total Number of Girls	Percentage of Girls in Boys' Schools to Total Number of Girls
1	2	3	4	5
Andhra Pradesh	9,01,746	35,906	9,37,652	96.2
Assam	2,63,015	35,340	2,98,355	88.2
Bihar	2,18,078	1,15,262	3,33,340	65.4
Bombay	10,07,719	4,18,160	14,25,879	70.7
Jammu & Kashmir	1,675	16,888	18,563	9.0
Kerala	7,75,056	14,168	7,89,224	98.2
Madhya Pradesh	1,44,903	1,11,662	2,56,565	56.5
Madras	10,01,299	..	10,01,299	100.0
Mysore	4,43,905	1,53,512	5,97,417	74.3
Orissa	1,71,751	12,713	1,84,464	93.1
Punjab	1,13,850	1,59,257	2,73,107	41.7
Rajasthan	37,323	43,892	81,215	46.0
Uttar Pradesh	2,98,623	2,70,614	5,69,237	52.5
West Bengal	6,87,684	1,14,118	8,01,802	85.8
A. & N. Islands	761	..	761	100.0
Delhi	10,388	42,336	52,724	19.7
Himachal Pradesh	5,766	627	6,393	90.2
L. M. & A. Islands	621	..	621	100.0
Manipur	18,969	4,491	23,460	80.9
Tripura	21,318	..	21,318	100.0
N. E. F. A.	352	..	352	100.0
Pondicherry	2,712	513	3,225	84.1
India	61,27,514	15,49,459	76,76,973	79.8

Table XXIV—Number of and Enrolment in Single-Teacher Primary Schools

State	Number of Schools		Number of Pupils		Percentage of Single Teacher Schools to the Total Number of Primary Schools		Percentage of Enrolment in Single-Teacher Schools to the Total Enrolment in Primary Schools	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5	6	7	8	9
Andhra Pradesh	8,819	9,961	3,03,356	3,42,929	20.5	33.4	12.2	13.7
Assam	7,783	7,897	3,22,793	3,29,110	61.4	59.7	40.5	38.9
Bihar	18,355	18,843	6,82,853	6,96,718	61.8	61.9	41.3	41.1
Bombay	20,978	21,195	7,66,955	7,77,829	51.1	50.3	19.8	19.2
Jammu & Kashmir	*	1,736	*	78,247	*	75.9	*	65.2
Kerala	221	173	12,493	11,267	3.0	2.5	0.7	0.6
Madhya Pradesh	12,078	14,273	3,83,366	4,42,493	53.1	55.9	30.0	32.3
Madras	4,485	5,229	1,91,594	2,23,079	19.8	22.3	7.3	8.1
Mysore	10,821	10,991	3,88,662	3,79,889	51.4	49.8	25.3	23.5
Orissa	8,626	8,960	2,56,261	2,63,299	57.1	57.0	37.8	37.1
Punjab	6,034	4,944	2,79,942	2,21,766	48.3	40.5	30.3	23.7
Rajasthan	6,158	6,711	1,96,156	2,12,932	65.6	67.1	42.3	42.1
Uttar Pradesh	6,877	7,356	2,46,194	3,01,189	20.6	21.0	8.4	9.2
West Bengal	3,799	3,709	1,50,099	1,50,758	15.1	14.6	6.5	6.4
A. & N. Islands	30	33	1,050	1,100	76.9	75.0	58.1	54.2
Himachal Pradesh	215	184	7,611	6,632	25.8	20.4	14.4	15.3
L.M. & A. Islands	*	..	*	..	*	..	*	..
Manipur	318	352	15,160	13,292	36.9	31.9	21.1	16.2
Tripura	465	533	8,970	9,475	46.8	51.2	15.1	14.6
N.E.F.A.	60	41	1,469	1,132	54.5	44.1	34.7	35.3
Pondicherry	111	127	3,517	5,050	48.9	62.6	14.6	50.5
India	1,16,263	1,23,248	42,21,501	44,68,186	40.5	41.3	17.6	18.0

*Not available.

Table XXV—Statistics of Compulsory Primary

State	Compulsion Age-Group		No. of Areas under Compulsion		No. of Schools where Compulsion was in force in		Number of pupils under Compulsion in	
	Towns	Villages	Towns	Villages	Towns	Villages	Towns	Villages
1	2	3	4	5	6	7	8	9
Andhra Pradesh	6-11 6-12	6-11 6-12	176	1,143	1,103	1,844	1,96,602	2,12,991
Assam	6-11	6-11	14	4,407	129	3,676	23,131	2,98,409
Bihar	6-10 6-14	6-10 6-14	16	55	651	39	77,439*	3,356†
Bombay	6-10 6-11 6-13 6-14 7-11	6-11 6-14 7-11	282	28,018	3,512	26,472	8,84,391*	17,74,268†
Kerala	5-10 5-11 5-14 6-12 6-14 6-16	5-10 5-11 6-11 6-12 6-14	43	140	393	820	1,03,081	1,98,955
Madhya Pradesh	6-11 6-12 6-14	6-11 6-12 6-14	213	2,920	951	2,027	1,28,608*	1,13,507†
Madras	5-10 6-12 6-14	5-10 6-12 6-14	309	951	2,233	1,836	5,84,518*	3,42,829†
Mysore	6-10 6-11	6-10 6-11	126	4,244	1,198	7,470	1,72,262	4,79,298
Orissa	6-11	6-11	2	8	17	6	3,035*	740
Punjab	6-11 6-12	6-11 6-12	34*	4,841†	254	2,288	64,551	2,59,802
Rajasthan		6-11		706		481		27,564
Uttar Pradesh	6-11	6-11	95	1,687	2,495	565	4,24,250	63,249
West Bengal	6-10 6-11	6-11	3§	5,743	105	2,999	12,405*	3,23,600
Delhi	6-11	6-11	1**	305	203	300	1,01,528	41,979
India			1,314	55,168	13,244	50,823	27,75,801	41,10,647

*Includes 49,328 girls (11,867+12,900+230+3,221+18,962

† Includes 2,293 girls (343+103+1,849+698 respectively

‡ In 37 wards and

§ Includes 19,270 girls in institutions

§ In 29 wards (5 wards of

**In 9 wards of

Education by States

Total	Coercive Measures taken					No. of Attendance Officers	State
	No. of Notices Issued	No. of Attendance Orders Passed	Number of Prosecutions				
			For Non-Enrolment	For Non-Attendance	Fines Realised		
10	11	12	13	14	15	16	17
4,09,593	54,588	34,051	11,105	19,829	Rs. 194	..	Andhra Pradesh
3,21,540	26,585	7,405	817	669	844	84	Assam
80,795	6,775	321	3	11	8	39	Bihar
26,58,659	3,52,090	1,09,782	8,200	11,415	17,760	161	Bombay
3,91,136	127	18	..	..	..	..	Kerala
2,42,115	18,103	4,802	735	1,817	1,899	154	Madhya Pradesh
9,27,347	7,001	2,760	937	721	3	..	Madras
6,51,560	20,530	14,285	1,306	1,645	168	44	Mysore
3,775	302	161	..	35	43	1	Orissa
3,14,623	..	..	..	..	..	..	Punjab
27,564	..	..	..	..	..	9	Rajasthan
1,87,499	1,78,170	76,971	6,780	8,127	10,962	287	Uttar Pradesh
3,36,005	1,902	3	N.A.	N.A.	N.A.	3	West Bengal
1,43,507	2,323	1,312	..	..	..	11	Delhi
69,05,718	6,68,496	2,51,871	29,883	44,269	31,881	793	India

+ 1,147 + 1,001 respectively) in Institutions where compulsion is for boys only.

voly) in Institutions where compulsion is for boys only.

1,368 Zails.

where compulsion is for boys only.

Calcutta Corporation, 16 wards of Purulia and 8 wards of Darjeeling

Delhi City.

Table XXVI—Number of Teachers

State	Number of Teachers						
	Men		Women		All Persons		
	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	Total
1	2	3	4	5	6	7	8
Andhra Pradesh	48,808	12,122	12,032	1,270	60,840	13,392	74,232
Assam	7,008	12,015	921	1,816	7,929	13,831	21,760
Bihar	33,304	13,240	1,493	2,322	34,797	15,562	50,359
Bombay	41,098	48,607	16,005	7,848	57,103	56,455	1,13,558
Jammu & Kashmir	1,081	1,475	229	238	1,910	1,713	3,623
Kerala	24,866	1,443	16,182	1,578	41,048	3,021	44,069
Madhya Pradesh	14,514	28,908	1,803	2,319	16,317	31,227	47,544
Madras	52,366	4,215	27,848	260	80,214	4,475	84,689
Mysore	17,794	24,245	4,848	3,764	22,642	28,009	50,651
Orissa	10,558	15,084	301	150	10,859	15,234	26,093
Punjab	16,840	1,955	5,091	531	21,931	2,486	24,417
Rajasthan	6,459	9,185	807	1,018	7,266	10,203	17,469
Uttar Pradesh	63,712	13,613	4,130	3,898	67,842	17,511	85,353
West Bengal	24,885	43,384	2,369	3,948	27,254	47,332	74,586
A. & N. Islands	12	37	5	5	17	42	59
Delhi	1,997	13	1,550	5	3,547	18	3,565
Himachal Pradesh	871	606	131	41	1,002	647	1,649
L. M. & A. Islands	39	4	4	..	43	4	47
Manipur	179	2,226	17	69	196	2,295	2,491
Tripura	365	1,923	56	185	421	2,108	2,529
N.E.F.A.	118	36	..	7	118	43	161
Pondicherry	114	146	25	50	139	196	335
India	8,67,588	2,34,482	95,847	31,322	4,63,435	2,65,804	7,29,239

in Primary Schools

Total Number of Teachers in 1956-57	Increase (+) or Decrease (—)	Percentage of Trained Teachers		Average Number of Pupils per Teacher		State
		1956-57	1957-58	1956-57	1957-58	
9	10	11	12	13	14	15
77,064	— 2,832	79.9	82.0	32	34	Andhra Pradesh
20,578	+ 1,182	34.6	36.4	39	39	Assam
49,217	+ 1,142	65.0	69.1	34	34	Bihar
1,06,957	+ 6,601	47.5	50.3	36	36	Bombay
2,490	+ 1,133	52.3	52.7	40	33	Jammu & Kashmir
46,577	— 2,508	92.8	93.1	41	39	Kerala
44,499	+ 3,045	30.4	34.3	29	29	Madhya Pradesh
83,569	+ 1,120	92.4	94.7	32	33	Madras
48,653	+ 1,998	46.1	44.7	32	32	Mysore
24,812	+ 1,281	41.2	41.6	27	27	Orissa
23,767	+ 650	83.9	89.8	39	38	Punjab
16,843	+ 626	39.3	41.6	28	29	Rajasthan
80,396	+ 4,957	80.3	79.5	36	38	Uttar Pradesh
71,098	+ 488	35.4	36.5	31	32	West Bengal
60	— 1	13.3	28.8	30	34	A. & N. Islands
3,311	+ 254	99.9	99.5	36	35	Delhi
1,774	— 125	60.7	60.8	30	26	Himachal Pradesh
28	+ 19	85.7	91.5	54	49	L. M. & A. Islands
2,048	+ 443	8.8	7.9	35	33	Manipur
2,369	+ 160	14.1	16.6	25	26	Tripura
290	— 129	64.5	73.3	15	20	N. E. F. A.
739	— 404	49.1	41.5	33	30	Pondicherry
7,10,139	+ 19,100	62.3	63.6	34	34	India

Teachers

For the whole country the number of teachers in recognised primary schools was 7,29,239. This recorded an increase of 19,100 teachers over the previous year. Women teachers constituted 17·5 per cent of the total primary school teachers.

The percentage of trained teachers to the total numbers of teachers was not uniform in the different States/Territories, and on an all-India basis the average percentage was 63·6 during the year. The above position was true even in the different components of the States. As before, Delhi reported the highest percentage of trained teachers, while it was the least in Manipur.

Table XXVI gives the distribution of teachers (men, women, trained and untrained) in the different States/Territories. Increase in the number of teachers was reported from all the States/Territories, except Andhra Pradesh, Kerala, A. & N. Islands, Himachal Pradesh, N.E.F.A. and Pondicherry. The decrease in the number of teachers in Andhra Pradesh and Kerala was mainly due to the upgrading of well-staffed schools.

Teacher-Pupil Ratio

The ratio continued unchanged during the year at 31. However, it varied from State to State, as will be seen from column 14 of table XXVI.

Teachers' Salaries

Revision of the scales of pay of primary school teachers of different categories was reported by the States of Bombay, Kerala, Madhya Pradesh, Mysore, Punjab, Rajasthan and the Territories of L. M. & A. Islands and N.E.F.A. Details of scales of pay of teachers in schools under various managements together with the prescribed qualifications are appended to volume II of this report. As Usual, there was much variation in the remunerations offered to teachers in schools under the management of private bodies, even within a State, and their emoluments were much less in majority of the cases than those offered by the Government or local board schools. An idea of the minimum and maximum of the pay scales offered in government primary schools to a Passed Middle/Higher Elementary and Trained teacher, and the variation that is conspicuous from State to State or Territory to Territory can be had from table XXVII.

Expenditure

The total direct expenditure on primary schools amounted to Rs. 66,71,17,741 during the year, as compared to Rs. 58,47,78,161 in the preceding year. Out of this Rs. 61·20 crores were spent on schools for boys and the rest (Rs. 5·51 crores) on schools for girls. The proportion of this direct expenditure on primary schools stood at 36·8 per cent of the total direct expenditure on education as a whole.

PERCENTAGE OF TRAINED TEACHERS IN PRIMARY SCHOOLS

1957-58

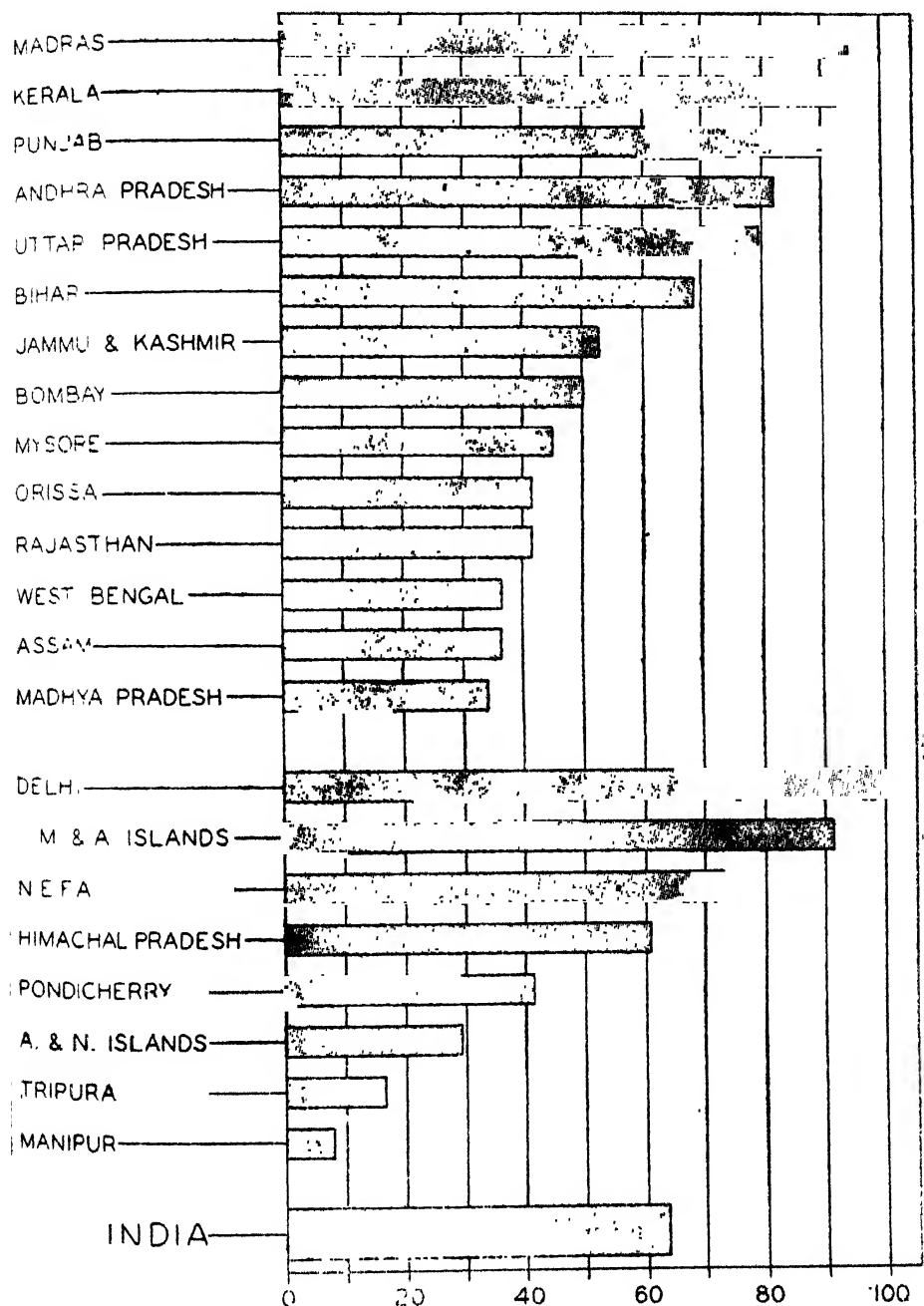


Table XXVII—Minima and Maxima of Pay Scales of Teachers in Government Primary Schools

State/Territory	Prescribed Minimum Educational Qualifications	Pay Scale		Number of years required to reach the Maximum
		Minimum	Maximum	
1	2	3	4	5
		Rs.	Rs.	
(a) Andhra Pradesh	Passed Middle/Higher Elementary Examination and Trained	30	50	20
(b) Madras		30	50	20
(c) Pondicherry (Tamil Schools)		30	50	20
(d) Kerala		35	80	15
(b) Uttar Pradesh		35	65	15
(a) Manipur	(i) Passed Middle and Guru Trained	35	45	10
	(ii) Passed Middle and Normal Trained	40	55	10
(a) Mysore	Passed Middle/Higher Elementary Examination and Trained	40	80	20
(b) Orissa		40	50	10
(c) Himachal Pradesh		40	90	20
(a) Bihar		45	75	15
(b) Madhya Pradesh		45	100	16
(c) West Bengal		45	75	15
(a) Bombay	Passed Primary School Certificate Examination and Trained	50	70	12
(b) Jammu & Kashmir	Passed Middle and Trained	50	120	13
(c) Rajasthan		50	75	10
(d) A. & N. Islands		50	90	15
(e) L. M. & A. Islands	Passed Higher Elementary Examination and Trained	50	90	20
(a) Assam	Passed Middle and Trained	55	75	17
(b) Tripura		55	130	24
(a) Punjab		60	120	14
(b) Delhi		60	130	19
(c) N.E.F.A.		60	100	18

The table XXVIII below gives an analytical idea of the direct expenditure on primary schools from various sources like government funds, local board funds, fees, etc.:—

Table XXVIII—Direct Expenditure on Primary Schools by Sources

Source	1956-57		1957-58	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government	43,55,73,563	74.5	52,35,73,865	78.5
District Board Funds . .	6,82,58,499	11.7	5,80,09,595	8.7
Municipal Board Funds . .	4,67,81,168	8.0	4,94,82,456	7.4
Fees	1,79,42,749	3.1	1,76,54,595	2.6
Endowments	60,02,562	1.0	59,47,076	0.9
Other Sources	1,02,19,620	1.7	1,24,50,154	1.9
Total	58,47,78,161	100.0	66,71,17,741	100.0

This table shows that most of the expenditure on primary schools was met from government funds, and constituted 78.5 per cent. Consequently, decrease in the percentage of expenditure from Local Board funds, fees, other sources etc. was noticed.

The break-up of expenditure on primary schools according to different managements is given in table XXIX below:—

Table XXIX—Direct Expenditure on Primary Schools by Management

Management	1956-57		1957-58		Percentage of Increase (+) or Decrease(—)
	Amount	Percentage	Amount	Percentage	
1	2	3	4	5	6
	Rs.		Rs.		
Government	13,04,71,461	22.3	16,93,50,458	25.4	+ 29.8
District Boards	25,33,55,195	43.3	27,25,77,429	40.9	+ 7.6
Municipal Boards	7,36,25,593	12.6	8,05,22,016	12.1	+ 9.4
Private Bodies—					
Aided	12,01,19,693	20.5	13,67,79,070	20.5	+ 13.9
Unaided	72,06,219	1.3	78,88,768	1.1	+ 9.5
Total	58,47,78,161	100.0	66,71,17,741	100.0	+ 14.1

More than half of the total direct expenditure on primary schools was spent on local board schools as against 25.4 and 21.6 per cent on government and private schools. Steady rise in expenditure was maintained by the different agencies.

Table XXX gives details of direct expenditure on primary schools in various States/Territories for the years 1956-57 and 1957-58 to have a comparative idea of the actual and percentage of increase in expenditure. There was increase in expenditure in all States/Territories, as seen from col. 8, except in N.E.F.A. and Pondicherry. One notable feature was that expenditure increased even in the States where decrease in the number of schools/teachers was reported.

Details regarding the proportion of the total direct expenditure met from various sources on primary schools in different States/Territories are given in cols. 13 to 18. The entire expenditure on primary schools in L.M. & A. Islands and N.E.F.A. was met from government funds. The governments of Jammu and Kashmir and A. & N. Islands had almost touched the cent per cent mark in meeting the expenditure on primary schools. Majority of the remaining States/Territories have spent more than 70 per cent. The contribution in almost all the States/Territories was much less from 'fees', as in most of the States with the exception of some States like Bombay, West Bengal, etc. education is free at the primary stage.

The average annual cost per pupil as depicted in the last column of table XXX varied from State/Territory to State/Territory and ranged between Rs. 13.2 (L.M. & A. Islands) to Rs. 125.9 (N.E.F.A.). The over-all annual cost per pupil for India remained at Rs. 26.9 as against Rs. 21.4 in the preceding year.

Fees and Other Concessions

Tuition fee was not charged by Government and most of the local board schools, though in States like Bombay nominal fee was charged in the upper primary classes (V to VII). Many private schools also did not charge fee. Other concessions in the form of supply of free text books, note-books, pencils etc. were continued to be given to pupils belonging to the scheduled castes, tribes, and other backward communities by the various States.

School Buildings and Equipment

During this year also a good number of schools was accommodated in mud-houses, tents, thatched huts, rented buildings in a dilapidated condition, old temples, dharamshalas, etc. The environments and surroundings of a majority of these schools were unhygienic and untidy. Generally, building owned by municipal corporations/boards and school boards provided better facilities.

Bombay State sanctioned building loan of Rs. 60 lakhs to the various District School Boards in the old Bombay area for construction of new buildings for primary schools. A sum of Rs. 2,36,590 was sanctioned as building grant to the Bombay Municipal Corporation for construction of primary school buildings in the suburban area merged with Bombay Municipality, besides Rs. 15 lakhs as building grants for construction of primary school buildings in Saurashtra region of the State.

Table XXX—Direct Expenditure

State	On Schools for Boys		On Schools for Girls	
	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	6,02,20,181	6,20,63,177	20,56,367	18,00,050
Assam	1,04,14,872	1,49,94,157	6,60,037	10,23,563
Bihar	2,35,68,187	2,82,68,771	18,29,577	23,61,281
Bombay	10,14,77,228	11,69,21,994	1,62,74,503	1,69,17,675
Jammu & Kashmir . . .	21,38,523	24,56,589	3,50,784	4,12,440
Kerala	3,57,66,329	4,22,47,649	2,74,584	3,58,583
Madhya Pradesh	2,42,35,638	4,03,20,670	38,33,418	45,64,736
Madras	7,05,08,183	8,29,13,562	..	..
Mysore	3,49,92,486	4,11,48,258	46,51,507	63,79,136
Orissa	1,13,97,006	1,38,13,577	2,81,744	3,07,651
Punjab	2,19,70,082	2,29,50,173	47,27,054	51,56,326
Rajasthan	1,38,09,724	1,60,67,601	18,16,664	18,57,155
Uttar Pradesh	5,17,48,097	5,62,52,302	50,80,874	61,06,359
West Bengal	5,02,09,969	5,65,92,623	47,75,726	46,54,029
A. & N. Islands	94,099	94,515	..	..
Delhi	64,87,737	74,51,087	15,59,508	31,32,801
Himachal Pradesh . . .	21,69,809	23,80,617	58,342	44,293
L. M. & A. Islands . . .	4,514	30,635	..	..
Mamipur	10,14,825	11,77,624	48,093	50,425
Tripura	26,61,749	30,24,071	9,092	..
N. E. F. A.	4,07,971	4,04,309	..	..
Pondicherry	11,77,067	3,89,626*	16,011	36,561
India	53,64,74,276	61,19,63,677	4,83,03,885	5,51,54,664

Includes expenditure

on Primary Schools by States

Total		Increase (+) or Decrease (—)		Percentage of Expen- diture on Primary Schools to Total Direct Expendi- ture on Education	State
1956-57	1957-58	Amount	Percentage		
6	7	8	9	10	11
Rs.	Rs.	Rs.			
6,22,76,548	6,38,63,227	+ 15,86,679	+ 2.5	46.9	Andhra Pradesh
1,10,74,909	1,60,17,720	+ 49,42,811	+ 44.6	36.3	Assam
2,53,97,764	3,06,30,052	+ 52,32,288	+ 20.6	30.3	Bihar
11,77,51,731	13,38,39,669	+ 1,60,87,938	+ 13.7	38.6	Bombay
24,89,307	28,69,029	+ 3,79,722	+ 15.3	26.7	Jammu & Kash- mir
3,60,40,913	4,26,06,232	+ 65,65,319	+ 18.2	47.9	Kerala
3,80,69,056	4,48,85,406	+ 68,16,350	+ 17.9	42.9	Madhya Pradesh
7,05,98,183	8,29,13,562	+ 1,24,05,379	+ 17.6	48.6	Madras
3,96,43,993	4,75,18,394	+ 78,74,401	+ 19.9	46.5	Mysore
1,16,78,750	1,41,21,228	+ 24,42,478	+ 20.9	41.7	Orissa
2,66,97,136	2,81,06,499	+ 14,09,363	+ 5.2	26.2	Punjab
1,56,26,388	1,79,24,756	+ 22,98,368	+ 14.7	29.2	Rajasthan
5,68,28,971	6,23,58,751	+ 55,29,780	+ 9.7	25.8	Uttar Pradesh
5,49,85,695	6,12,46,652	+ 62,60,957	+ 11.4	33.2	West Bengal
94,099	94,515	+ 416	+ 0.4	35.6	A.&N. Islands
80,47,245	1,05,83,888	+ 25,36,643	+ 31.5	16.9	Delhi
22,28,151	24,24,910	+ 1,96,759	+ 8.8	44.3	Himachal Pra- desh
4,514	30,035	+ 26,121	+ 578.7	100.0	L.M. & A. Is- lands
10,62,918	12,28,049	+ 1,65,131	+ 15.5	48.4	Manipur
26,70,841	30,24,071	+ 3,53,230	+ 13.2	51.1	Tripura
4,07,971	4,04,309	— 3,662	— 0.9	50.5	N.E.F.A.
11,93,078	4,26,187	— 7,66,891	— 64.3	21.0	Pondicherry
58,47,78,161	66,71,17,741	+ 8,23,39,580	+ 14.1	36.8	India

on schools for girls.

Table XXX—Direct Expenditure on Primary Schools by States—(Contd.)

State	Percentage of Expenditure met from						Average Annual Cost per Pupil.	
	Government Funds	District Board Funds	Municipal Board Funds	Fees	Endowments	Other Sources	1956-57	1957-58
12	13	14	15	16	17	18	19	20
							Rs.	Rs.
Andhra Pradesh .	77.7	19.0	2.5	0.2	0.4	0.2	25.1	25.6
Assam . . .	93.5	1.2	0.1	0.0	3.2	2.0	13.9	18.9
Bihar . . .	87.5	5.7	2.3	0.2	0.1	4.2	15.4	18.1
Bombay . . .	66.8	6.0	14.8	7.8	0.5	4.1	30.4	33.1
Jammu & Kashmir	99.5	..	..	0.2	0.0	0.3	25.0	23.9
Kerala . . .	94.7	3.2	1.2	..	0.1	0.8	19.0	24.5
Madhya Pradesh .	89.4	4.3	4.0	0.2	0.5	1.6	29.9	32.8
Madras . . .	71.6	15.2	9.0	1.0	3.1	0.1	26.4	30.1
Mysore . . .	87.1	6.3	2.9	1.0	0.3	2.4	25.8	29.4
Orissa . . .	94.5	0.4	0.9	..	1.6	2.6	17.2	19.9
Punjab . . .	73.4	17.1	5.2	0.5	1.5	2.3	28.9	30.0
Rajasthan . . .	94.5	1.5	0.5	1.3	1.6	0.6	33.7	35.4
Uttar Pradesh .	72.8	13.9	9.8	1.1	0.1	2.3	19.5	19.1
West Bengal .	81.7	5.1	5.1	7.3	0.5	0.3	23.7	25.9
A. & N. Islands .	99.8	..	..	..	..	0.2	52.1	46.6
Delhi . . .	48.0	0.1	49.3	0.6	0.1	1.9	67.3	83.7
Himachal Pradesh	97.2	..	1.7	..	0.1	1.0	42.4	55.9
L. M. & A. Islands	100.0	..	..	..	..	..	3.0	13.2
Manipur . . .	86.8	..	..	0.1	13.1	..	14.8	15.0
Tripura . . .	97.3	..	..	2.0	0.7	..	44.9	46.7
N. E. F. A. . .	100.0	..	..	..	..	..	96.4	125.9
Pondicherry .	95.5	..	..	3.4	0.7	0.4	49.4	42.6
India .	78.5	8.7	7.4	2.6	0.9	1.9	24.4	26.9

In Madras, 9,164 elementary schools were accommodated in their own buildings, while the rest were in rented or rent-free buildings, etc. The number of newly constructed school buildings during the year came to 507.

The government of Uttar Pradesh gave the following grants during the year for construction of new buildings or maintenance of the existing buildings:—

- (i) Rs. 10,00,000 (non-recurring) to the district boards.
- (ii) Rs. 13,38,000 (at Rs. 1,000/- per building) non-recurring grant to the district boards for maintenance of 1,338 buildings.
- (iii) Rs. 4,00,000 (non-recurring) to 40 municipal boards for construction of junior basic schools.

Despite aids given by the State Government for the purpose, teaching aids, appliances, crafts and other equipment generally continued to be inadequate. For improving the equipment in junior basic schools in Uttar Pradesh, recurring grants of Rs. 22,61,000 and Rs. 84,906 were sanctioned by the State government to the various district boards and municipal boards respectively.

CHAPTER IV

BASIC EDUCATION

The schemes of Basic Education under the Second Five Year Plan were continued during the year under report, leading to a substantial expansion of this type of education, which is the accepted national pattern of education. Under the various developmental schemes running on partnership basis between the Centre and the States, not only a large number of new basic schools was opened but the pace of conversion of the traditional type of primary schools to basic pattern was accelerated. Teaching of Crafts was introduced in primary schools in a number of States as a step towards the eventual change over to the basic type. To meet the increasing demand for basic trained teachers, new basic training institutions were opened and in addition, refresher courses were conducted in various States.

The National Institute of Basic Education, which was established in February, 1956, completed research schemes on Crafts and Basic education such as (i) current trends in the syllabii of post graduate basic training colleges; (ii) some trends in basic school curriculum; (iii) difficulties in the day to day working of basic school teachers; (iv) bibliography; (v) relative costliness of Basic education; (vi) guide book and text book for social studies; (vii) analysis and valuation of correlated lesson plans; (viii) action programme for the improvement of rural basic schools; (ix) measuring educational potentiality of crafts and (x) determination of targets of various crafts. Besides, the institute started the publication, 'Basic Education Quarterly' for the first time. The Institute also published pamphlets on (i) Basic Activities for Non-Basic Schools; (ii) Exhibition in Basic Education and (iii), Basic Education Abstracts. A Research Wing in Crafts was created in the Institute and placed under the charge of a special officer. Two research fellowships of the value of Rs. 300 each per mensem were also created in the Institute. An Advisory body to review the research work of the Institute constituted under the chairmanship of the Minister of State for Education met for the first time on 27th July, 1957.

At its meeting in August, 1957, the Standing Committee of the Central Advisory Board of Education on Basic Education recommended closer integration of Post basic education with Secondary education. The Government accepted the suggestion and appointed a Committee to evolve methods of effective integration. Following the recommendations of the Standing Committee, the Central Government proposed to establish a Central Basic School at New Delhi and requested the State Governments to establish similar post basic schools in their States with central assistance to the extent of 60 per cent of the expenditure involved. Out of the total provision of Rs. 40 lakhs for the entire plan period, 8 lakhs were made available during the year for this scheme.

The Government of India took up a programme for the production of literature on Basic education which included the production of guide books, supplementary reading material for children, source books for teachers and monograph, on various subjects connected with Basic education. For this scheme,

Rs. 1 lakh out of the total provision of 8 lakhs for the Second Plan Period, was provided during the year under report but the scheme was implemented during the succeeding year, as the scheme was finalised late in the year.

The Ministry of Education in the Centre introduced schemes of conducting seminars, conferences and exhibitions on Basic education for the inservice education of teachers and those connected with Basic education. Three seminars were held during the year. One was held in September, 1957 at Sri Rama Krishna Mission Vidyalaya, Coimbatore which was attended by Principals of post-graduate basic training colleges. The seminar which was attended by 25 delegates from all over the country, considered among other things, (i) Syllabus, (ii) Methods of Assessment and (iii) Administrative problems pertaining to Post-Graduate Training Colleges. The Second seminar held at Haunsbhavi (Mysore State), was attended by the Directors of Education/Directors of Public Instruction of various State Governments. It discussed mainly the development and techniques of Basic education, and the special features and development of Post-Basic education. The third one was organised at Delhi for the benefit of headmasters and teachers of senior basic schools of Delhi. The seminar discussed (i) concept of basic education, (ii) technique of correlation, (iii) conversion of non-basic schools into basic ones and (iv) improvement of existing basic schools.

A sum of Rs. 603.53 lakhs was sanctioned to various State Governments during 1957-58 for the implementation of their schemes of Elementary (including Basic) education. Under the scheme to give financial assistance to voluntary educational organisations in the field of Elementary (including Basic) education, a sum of Rs. 2,53,243 was given as grants-in-aid to voluntary educational organisations, working in the field of Basic and Pre-Primary education only.

Main Developments

An account of the progress made in the field of Basic education in various States is given below:

Andhra Pradesh

A special Committee for Basic and Social Education was constituted under the chairmanship of the State Education Minister to advise the Government on all matters relating to Basic and Social education.

One post-basic school and 3 pre-basic schools were opened during the year in addition to the opening of 200 new junior basic schools and conversion of 599 elementary schools into basic type.

During the year under report, retraining course in Basic education was conducted for the benefit of trained graduate teachers in two batches of 3 months' duration each and in all 25 such candidates (including 5 women) were retrained. The policy of developing compact areas with about 30 to 50 basic schools around each basic training school was continued without detriment to the opening of new basic schools and conversion of existing normal schools outside the compact areas.

Assam

During the year under report a good number of primary and M. V. schools was converted into basic schools. The facilities for training primary school teachers in basic lines were extended during the year by increasing the number of places in the existing training institutions. The number of junior basic and senior basic schools increased by 302 and 34 respectively.

Bihar

The 12th All-India Basic Education Conference held from 28th November, 1957 to 30th November, 1957 at Turki under the chairmanship of Shri E. W. Aryaneyakam, Chairman, Indian Education Board, Wardha discussed various aspects of the problems of the expansion of Basic education. Apart from normal meetings of the Bihar Education Board, an emergent meeting was held under the chairmanship of the Minister of Education for formulating policy and assessing the development of Basic education in the State. State Assessment Council, Divisional Assessment Council and District Assessment Councils were formed for this purpose. The Central Enquiry Committee sponsored by the Central Government visited Siwan and discussed various problems for the establishment of a Rural Institute at Siwan.

Under the schemes of the Second Five Year Plan, 700 Basic schools were upgraded during the year under report. Additional posts of 4 Deputy Inspectors of Schools were created for the inspection of elementary schools (including non-govt. basic schools). The revised scales of pay sanctioned for the Matric and non-matric trained teachers were extended to the matric and non-matric weaving instructors employed in primary and middle schools.

For the development of Basic education in the State, the State Government sanctioned a total grant of Rs. 7.73 lakhs to various types of basic institutions.

Bombay

In Kutch area, the programme of conversion of primary schools into basic ones was taken up during the year under report and 42 primary schools were converted into basic ones. This programme was also continued in other areas both within Community development and N.E.S. blocks and outside the blocks, thus increasing the total number of such schools by 390.

Besides the annual short-term orientation course of 4 weeks and 2 weeks duration for graduate teachers and Inspecting Officers, 4 weeks training course in spinning and weaving was run for craft teachers of training colleges at the Khadi Vidyalyaya, Trayambak Road, Nasik by the All India Khadi Commission. Forty to fifty craft teachers attended this course. Camp-cum-seminars of six days duration were also held which were attended by fifty teachers from each district. Basic training colleges continued the scheme of extension service to schools in their neighbourhood. The scheme was in operation in 12 basic training colleges in the State.

A Programme for the production of Literature on Basic education was drawn up and during the year 3 books, (i) Activity scheme of teaching different subjects in standards I-V in basic schools, (ii) Handbook for the guidance of teachers in basic schools and (iii) Guidance for administrators, teachers and

general public were brought out. The publications were intended to promote better understanding of the concept of Basic education, to meet objections and arguments levelled against this type of education. Besides normal issue of magazines like 'Jeevan Shikshan', a special number of the magazine was issued during the Basic Education Week in January, 1958, dealing with several special aspects of Basic education. The department also published 3 posters on Basic education during this week.

The syllabus for craft teaching in basic schools was revised and divided into 3 stages. The first stage covered standards I and II and prepared children for craft work through composite crafts like gardening and clay-work, etc. The second stage consisted of standards III and IV and the advanced stage standards V to VII. The whole craft-work was designed as a series of projects to be covered within definite periods. Among several improvements made in the craft teaching in basic schools, mention may be made of the special measure taken to standardise the type of equipment required for spinning and weaving in basic schools.

Jammu & Kashmir

216 new activity schools were opened during the year.

Kerala

Under the scheme of conversion of primary schools into basic ones, 60 such schools were converted during the year. Necessary equipments were also supplied to these schools.

The syllabus prepared by the Hindustani Talimi Sangh was followed in basic schools. The Five-Point Programme for orientating primary schools towards the basic pattern suggested by the Assessment Committee appointed by the Govt. of India was accepted by the State Government. The Basic Education week was celebrated in a fitting manner from 20th January, 1958 to 26th January, 1958.

Madhya Pradesh

The Post-Graduate Basic Training College, Ujjain, affiliated to Vikram University, was started during the year. It had on its rolls 79 students. Under the scheme of conversion of ordinary primary schools into basic ones, efforts were made to increase the out-put of trained teachers from 4,941 to 5,229 and to increase the number of schools from 1,638 to 1,828 to meet their requirements.

Seminars and Basic Education Weeks were organised to create greater interest in Basic education and to popularise it.

Madras

Retraining courses in Basic education were continued during the year and 3,176 teachers were retrained in these courses. 76 Graduate trained teachers were retrained for a period of five months in Basic education methods at the Ramakrishna Vidyalaya Gandhi Basic Training School, Perianaickenpalayam.

Three Seminars for the benefit of basic school teachers and officials connected with Basic education were organised in selected basic training schools. 22 officers of the department who had already acquired retraining in Basic education were deputed to Sevagram for further training and observation.

As a part of the scheme of printing 12,000 copies of each of 50 reading books for basic schools, to be supplied free to all basic schools in the State, 13 books were printed and supplied during the year under report.

Two regional Basic education conferences were conducted, one at Mettur and the other at Pasumalai, for affording opportunities to government and non-government workers in Basic education at all levels to discuss their problems freely and express their views.

Mysore

In addition to the conversion of 563 lower primary schools to basic type, craft sheds were constructed in 11 basic schools for demonstration and practical work. Capacity for training of teachers was increased in many institutions.

Scales of pay of teachers working in private and local board schools were revised to bring at par with those in force in government schools. Seminars and refresher courses were conducted for teachers.

Orissa

Five junior basic schools were upgraded into senior basic schools, raising the total of such schools from 18 to 23. Funds were provided for the purchase of books, science apparatus and appliances.

Although mobile training squads were discontinued during the year under review, a condensed course of training in Basic education of 6 months duration was given to the primary school teachers. The Board of Basic Education was reconstituted with 29 members and the Minister of Education as Ex-officio Chairman. A Committee was set up to make an objective study of Basic education in the State and to offer suggestions for its improvements.

The following scales of pay were sanctioned for teachers according to their qualifications:

1. Basic Trained Graduate Rs. 120—5—155 —EB— 5 —160—10— 220
—EB—10/2— 250. —
2. Basic Trained Intermediate. Rs. 70— 2— 80—4—100—5—120—6—150
(for those trained under Hindustani Talim Sangh, Wardha).
3. Basic Trained Matriculates. Rs. 50—2— 70—EB—2 —90 (Starting pay Rs. 60).
4. Basic Trained Non-Matriculate and Basic Trained E.T. Teachers. Rs. 45—1— 50—2—60—EB—1—63.

5. Teachers Trained in Pre- Basic Education. Rs. 30—1—39.
6. Teachers with Post-Basic Education. Rs. 50—2—70—EB—2—90.
7. Untrained Teachers Fixed Allowance of Rs. 22.

Punjab

During the year under review, the basic institutions at Rajpura and Faridabad which were under the Control of Hindustani Talim Sangh of Sevagram were taken over by the State Government. In these centres, Basic education was developed to the post-basic stage. 120 classes of primary schools and 41 classes of middle schools were converted into basic type. Besides, 20 additional classes of basic type for the children of the age-group 6—11 and 30 basic classes for those of the age-group 11—14 were started. In order to provide teachers for the basic schools, the Government started one basic training school at Sarhali. The training course of basic education was extended to 2 years.

The scales of pay of teachers in Government basic schools were revised as follows:

- (i) Matric Junior Basic (i) Rs. 60—4—80/5—120 (85 per cent posts).
(ii) Rs. 120—7½—165—10—175 (15 per cent posts).
- (ii) Basic Trained Graduate Rs. 110—8—190/10—250 with a higher start of Rs. 126 to M.A./M.Sc., B.Ed. and Rs. 150 p.m. to M.A., M.Sc.(II), B.Ed.

Rajasthan

180 primary schools were converted into junior basic schools, 4 junior basic schools were upgraded into senior basic schools and 21 amalgamated with the existing senior basic schools. One senior basic school was raised to higher secondary level. 4 basic training schools were opened and craft was introduced in 400 schools.

Uttar Pradesh

Under schemes of the Second Five Year Plan, a recurring grant of Rs. 22.61,000 was sanctioned during 1957-58 to the District boards and Rs. 84,906 to Municipal boards for the improvement of craft classes in junior basic schools under their control. Non-recurring grant amounting to Rs. 2.01 lakhs was sanctioned to 661 basic schools. Under Scheme No. 10, ninety-five institutions were selected for the introduction of crafts.

Two batches of refresher courses for the training of extension teachers in Advance Agriculture and Pedagogy were held during the year in which about 900 extension teachers received training.

West Bengal

Two intensive educational development blocks—one at Banipur, 24-Parganas and the other at Kalimpong, Darjeeling continued their function of propagating ideas on Basic education amongst the public. One post of Sub-Inspector of schools each for the 14 intensive areas for the development of Basic education in the State were created. To initiate Inspecting Officers into the field of Basic education, a condensed course for 6 months in Basic education was organised at the Post-Graduate Basic Training college, Banipur. The policy of recruitment of basic trained graduates for the post of Sub-Inspectors of schools in the ratio of 3 to 2 was followed during the year.

A. & N. Islands

Steps were taken to convert all the primary schools into basic ones. The foundation stone for a separate senior basic school for girls at Port Blair was laid.

Delhi

With the formation of the Corporation in Delhi, the management of the basic schools was transferred to the Corporation from the Director of Education. Besides, 79 new schools were opened during the year and 10 Government junior basic schools were raised to the senior basic standard.

Two training institutions continued to impart training in junior basic course to pupil-teachers. The out-put of these institutions was 92 during the year.

Himachal Pradesh

Two primary schools and 5 middle schools were converted into junior basic and senior basic schools respectively. Craft material was supplied to 185 primary schools and 13 middle schools.

L.M. & A. Islands

Although Basic education was not introduced during the year, preliminary steps were taken to convert one primary school into basic one and to give basic bias to all other schools. For this purpose craft instructors were appointed in non-basic schools.

Manipur

Besides opening 5 new Government basic schools, 13 existing primary schools were converted into junior basic ones. The Basic Training School, Imphal turned out 80 teachers during the year.

Tripura

Education was free to all the students of junior basic and senior basic schools during the year under report. 44 primary schools and 7 junior basic schools were converted into junior basic and senior basic schools respectively.

Scales of pay of the following teachers were brought into conformity with those of junior high schools:

- | | |
|---|---|
| 1. Graduate and Trained Headmaster/Headmistress | Rs. 100—5—160+ Rs. 40 as special pay in place of Rs. 200—10—420—15—450. |
| 2. Graduate and Trained Asstt. Teachers | Rs. 100—5—160 in place of Rs. 100—5—160—5—215—10—225. |

N.E.F.A.

Steps were taken to build proper background for the conversion of L.P. Schools into junior basic schools but during the year only 7 full-fledged basic schools were in existence.

Pondicherry

Basic education was not in force during the year.

Main Statistics

Schools

During 1957-58, the total number of recognised basic schools increased by 6,084 to 59,888—the rate of increase being 11·3 per cent as compared to 12·5 per cent in the previous year. Of the total, 52,039 were junior basic schools (including 34,970 basic primary schools of Uttar Pradesh), 7,819 senior basic schools and 30 post basic schools. The corresponding figures for the previous year were junior basic schools 46,881 (including 33,321 basic primary schools of Uttar Pradesh), senior basic schools 6,897 and post basic schools 26. Post basic schools were in existence only in Bihar, Kerala, Madras and Orissa. The government managed 37·3 per cent of the junior basic schools as compared to 41·9 per cent by local boards and 20·8 per cent by private bodies. More than 90 per cent of basic primary schools were controlled by local boards, nearly two thirds of the rest by private bodies and less than one third by the Government. Of the senior basic schools, 15·0 per cent were managed by Government, 75·5 per cent by local boards and 9·5 per cent by private bodies. Government and private bodies managed respectively 46·7 and 53·3 per cent of the post basic schools.

The distribution of basic schools of various grades is given in table XXXI. It will be seen that with the exception of Jammu and Kashmir, L. M. & A. Islands and Pondicherry, basic schools of one type or the other were existing in all the States and Territories. The number of basic primary schools in Uttar Pradesh increased by 1,649 during the year. Among States, the number of junior basic schools increased highest in Madras (765) followed by Andhra (679), Mysore (399), Bihar (350) and Assam (302). In other States, the increase in junior basic schools ranged from 62 in Kerala to 152 in Rajasthan. The decrease of 5 junior basic schools in Orissa was due to the upgrading of such schools into senior basic ones. In case of senior basic schools, the highest increase in its number was reported by Bombay (291). Next in order were Mysore (161), Madras

Table XXXI—Number

State	Junior Basic Schools				Senior Basic		
	For Boys		For Girls		For Boys		For
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	1956-57
1	2	3	4	5	6	7	8
Andhra Pradesh . .	984	1,663	5	5	56	197	..
Assam . . .	952	1,247	29	37	38	67	3
Bihar . . .	1,634	1,943	23	64	611	646	8
Bombay . . .	2,413	2,543	137	106	4,155	4,405	375
Kerala . . .	390	452	..	..	97	148	..
Madhya Pradesh .	1,638	1,828	3	3	191	188	..
Madras . . .	1,654	2,419	..	..	273	422	..
Mysore . . .	810	1,204	27	32	807	964	93
Orissa . . .	365	360	..	..	18	26	..
Punjab . . .	366	477	137	174	5	21	1
Rajasthan . .	709	834	39	66	29	32	6
Uttar Pradesh . .	30,222*	31,767*	2,999*	3,203*	..	..	..
West Bengal . .	697	842	10	14	63	66	..
A. & N. Islands .	5	5	.	..	..	..	..
Delhi . . .	174	174	70	70	42	41	12
Himachal Pradesh .	211	363	1	5	3	11	..
Manipur	1	18	..	2	..	..	..
Tripura . . .	68	112	..	..	11	18	..
N.E.F.A. . . .	7	7	..	..	..	..	..
India . . .	43,401	48,258	3,480	3,781	6,399	7,249	498

*Ba

of Basic Schools

Schools	Post Basic Schools				Total		Increase (+) or Decrease (—)	State
Girls	For Boys		For Girls					
1957-58	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58		
9	10	11	12	13	14	15	16	17
1	1,045	1,866	+ 821	Andhra Pradesh
8	1,023	1,359	+ 336	Assam
8	21	23	..	..	2,297	2,684	+ 387	Bihar
416	7,080	7,470	+ 390	Bombay
1	..	2	..	..	487	603	+ 116	Kerala
..	1,832	2,019	+ 187	Madhya Pradesh
..	2	2	1	1	1,930	2,844	+ 914	Madras
97	1,737	2,297	+ 560	Mysore
..	2	2	..	..	385	385	..	Orissa
19	509	691	+ 182	Punjab
6	763	938	+ 155	Rajasthan
..	33,321*	34,970*	+ 1,649*	Uttar Pradesh
2	770	924	+ 154	West Bengal
..	5	5	..	A. & N. Islands
12	298	297	— 1	Delhi
..	215	379	+ 164	Himachal Pradesh
..	1	20	+ 19	Manipur
..	79	130	+ 51	Tripura
..	7	7	..	N.E.F.A.
570	25	29	1	1	53,804	59,888	+ 6,084	India

Primary Schools.

B249MofEducation—9

(149), Andhra (142) and Kerala (52). In others, it was less than 40, the least being 3 in Rajasthan. The decrease of 3 senior basic schools in Madhya Pradesh was due to the closure of such schools under the management of Janapade, due to certain financial reasons. Post basic schools increased by 2 each in Bihar and Kerala.

Among Union and other Territories, Himachal Pradesh reported the maximum increase of 156 junior basic schools during the year. Tripura showed an increase of 44, while Manipur recorded 19 only. In others, it remained the same. The number of senior basic schools increased by 8 and 7 respectively in Himachal Pradesh and Tripura. The decrease of one school in Delhi was due to its upgrading to higher secondary status.

Pupils

The enrolment in all the basic schools rose from 58,61,516 (45,12,077 boys and 13,49,439 girls) to 67,93,890 (51,74,030 boys and 16,19,860 girls)—the rate of increase being 15·9 per cent as compared to 15·8 per cent in the previous year. Of the total number of pupils during 1957-58, 15,55,640 were studying in junior basic schools, 32,57,050 in basic primary schools of Uttar Pradesh, 19,76,544 in senior basic schools and 3,899 in post basic schools. Compared with 1956-57 figures, the enrolment in junior basic, basic primary, senior basic and post basic schools increased by 28·3, 11·7, 14·2 and 21·4 per cent respectively.

Table XXXII gives detailed state-wise enrolment in different types of basic schools for the years 1956-57 and 1957-58. It will be seen that the number of pupils increased in all the States, the highest increase being reported by Uttar Pradesh (3,41,764) followed by Madras (1,63,671), Bombay (1,12,678), Andhra Pradesh (97,831), Mysore (56,496) and Assam (33,477). In others, the increase was less than 30 thousands and ranged from 1,101 in Orissa to 28,159 in Kerala. Except in A. & N. Islands, Himachal Pradesh and N. E. F. A., where the enrolment recorded a decrease, the enrolment increased in all other Union Territories, the highest (7,074) being in Tripura and the least (60) in Delhi.

Teachers

The total number of teachers employed in basic schools during 1957-58 was 1,93,049 as against 1,72,132 during 1956-57, the rate of increase being 12·2 per cent. Of the total, as many as 49,574 were working in junior basic, 85,353 in basic primary, 57,846 in senior basic and 276 in post basic schools. The corresponding figures for the previous year were: 38,970, 80,396, 52,552 and 214 respectively.

The percentage of trained teachers in junior and senior basic schools increased from 78·2 and 73·6 to 78·3 and 75·8 respectively. In case of post basic schools, it fell from 82·2 to 80·2.

On an average, the teacher-pupil ratio in junior and senior basic schools was 1:36, and 1:34 respectively, as compared to 1:34 and 1:33 during 1956-57.

The distribution of teachers in basic schools in different States for the year 1957-58 is given in table XXXIII. The number of teachers in basic schools increased in all the States and Territories. Nearly cent per cent of the teachers employed in junior basic schools were trained in Kerala, Madras, Orissa, Delhi and N. E. F. A. More than 90 per cent were trained in Punjab and Manipur, 75 per cent to 80 per cent in Andhra, Bihar, Uttar Pradesh, West Bengal and Himachal Pradesh, 60 to 70 per cent in Assam, Madhya Pradesh, Mysore and Rajasthan. In Bombay, A. & N. Islands and Tripura, these percentages were 50.8, 37.5 and 34.9 respectively.

The proportion of trained senior basic teachers in various States and Territories was more or less the same as in the case of junior basic schools except that of Bombay and Tripura which reported a fairly higher proportion of trained teachers in senior basic schools as compared to that of junior basic schools located in their respective areas i.e., 70.1 and 68.8 per cent respectively. More than 80 per cent of the teaching staff were trained in post basic schools in Bihar, Kerala and Orissa and nearly 76 per cent in Madras.

Expenditure

Direct expenditure on basic schools increased from Rs. 14.25 crores to Rs. 17.18 crores, showing an increase of 20.5 per cent. Of the total, Rs. 10.86 crores (including Rs. 6.24 crores on basic primary schools) were expended on junior basic schools, Rs. 6.26 crores on senior basic schools and Rs. 0.06 crores on post basic schools. The distribution of expenditure by sources of income for each type of basic schools is given in table XXXIV.

The portion of the total expenditure on basic schools met from Government funds and other sources increased from 78.5 to 80.4 per cent and from 1.8 to 2.2 per cent respectively and that contributed by local boards funds and fees decreased from 16.9 to 16.2 and 2.8 to 1.2 respectively.

The average annual cost per pupil in various types of basic schools worked out as follows:

Junior basic schools	..	..	..	..	Rs. 22.5
Basic primary schools	..	..	..	..	Rs. 19.1
Senior basic schools	..	..	..	..	Rs. 31.7
Post basic schools	..	..	..	..	Rs. 158.2

Table XXXV gives the distribution of expenditure incurred on basic schools in the different States. It will be seen that the expenditure increased in all the States and Union Territories except in N.E.F.A., where it decreased from nearly Rs. 85 thousands to Rs. 35 thousands, most of the expenditure in the previous year being non-recurring.

Teachers Training

The number of basic training schools in the country rose from 581 to 594. The enrolment and out-put however decreased from 61,175 to 60,521 and 38,601

Table XXXII--Number of Pupils

State	In Junior Basic Schools				In Senior Basic		
	Boys		Girls		Boys		Girls
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	1956-57
1	2	3	4	5	6	7	8
Andhra Pradesh . . .	79,635	1,16,487	32,107	61,552	10,165	34,556	3,462
Assam	53,216	71,916	30,299	41,363	3,800	6,226	2,062
Bihar	84,776	98,327	12,846	16,577	77,250	79,966	9,689
Bombay	1,53,188	1,60,706	65,166	61,840	8,49,366	9,10,208	3,61,047
Kerala	44,500	51,751	32,340	46,030	19,181	22,769	11,868
Madhya Pradesh . .	1,07,718	1,13,385	11,175	12,395	42,843	41,065	3,527
Madras	1,12,680	1,79,683	65,134	1,08,550	46,838	76,800	28,203
Mysore	44,370	68,139	23,021	32,307	1,67,489	1,82,580	63,448
Orissa	16,439	16,575	6,161	6,163	2,069	2,842	506
Punjab	38,629	44,409	17,342	24,567	2,408	6,409	36
Rajasthan	40,416	58,136	7,420	11,066	4,432	6,878	326
Uttar Pradesh . . .	23,96,485*	26,87,813*	5,18,801*	5,69,237*	..	..	..
West Bengal	52,940	63,700	23,142	26,588	4,399	4,981	609
A. & N. Islands . .	152	150	75	62	..	..	..
Delhi	17,876	18,165	7,907	7,625	9,387	10,113	2,918
Himachal Pradesh .	16,535	15,661	4,287	2,062	959	2,284	72
Manipur	97	1,406	6	562	..	..	..
Tripura	6,619	11,675	3,601	4,688	1,926	2,378	564
N.E.F.A.	182	172	36	23	..	..	..
India	32,66,453	37,80,250	8,61,066	10,33,197	12,42,512	13,90,055	4,88,274

*Pupils in Basic

in Basic Schools

Schools	In Post Basic Schools				Total		Increase (+) or Decrease (—)	State
	Boys		Girls					
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58		
9	10	11	12	13	14	15	16	17
10,605	1,25,369	2,23,200	+97,831	Andhra Pradesh
5,355	89,317	1,22,794	+33,477	Assam
10,515	2,939	3,435	19	73	1,87,519	2,08,893	+21,374	Bihar
1,08,991	11,29,067	15,41,745	+4,12,678	Bombay
15,411	..	80	..	7	1,07,889	1,36,048	+28,159	Kerala
1,991	1,65,263	1,72,839	+7,576	Madhya Pradesh
51,459	105	122	74	91	2,53,034	1,16,705	+1,63,671	Madras
71,798	2,98,328	3,54,824	+56,496	Mysore
682	68	88	6	3	25,252	26,353	+1,101	Orissa
5,894	58,409	79,279	+20,870	Punjab
1,529	52,594	77,609	+25,015	Rajasthan
..	20,15,286	32,57,050	+13,41,764	Uttar Pradesh
757	81,090	96,006	+14,916	West Bengal
..	227	212	—15	A. & N. Islands
2,245	38,088	38,148	+60	Delhi
331	21,853	20,338	-1,515	Himachal Pradesh
..	103	1,968	+1,865	Manipur
943	12,610	19,684	+7,074	Tripura
..	218	195	—23	N.E.F.A.
5,84,488	3,112	3,725	99	174	58,61,516	67,93,899	+9,32,374	India

Primary schools.

Table XXXIII- Number of

State	In Junior Basic Schools				In Senior Basic		
	Men		Women		Men		Women
	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	Trained
1	2	3	4	5	6	7	8
Andhra Pradesh . . .	3,517	1,158	691	46	971	644	142
Assam	1,781	735	412	231	212	109	59
Bihar	3,114	762	54	23	3,691	294	224
Bombay	2,927	2,888	610	540	19,493	7,734	4,992
Kerala	1,699	32	886	16	708	18	362
Madhya Pradesh . .	2,909	1,854	30	33	1,096	727	7
Madras	5,389	169	3,089	12	2,586	146	1,903
Mysore	1,928	961	236	110	4,912	849	859
Orissa	876	8	2	8	173	1	3
Punjab	1,297	55	466	36	195	3	139
Rajasthan	1,674	658	179	95	240	101	59
Uttar Pradesh . . .	63,712	13,613	4,130	3,898	..	..	..
West Bengal	2,228	662	207	39	154	139	14
A. & N. Islands . .	3	4	..	1	..	..	..
Delhi	636	1	227	..	349	1	95
Himachal Pradesh .	497	176	102	20	59	15	3
Manipur	36	2	4	1	..	..	..
Tripura	155	295	47	81	119	50	20
N.E.F.A.	14	..	..	..	..	..	..
India	94,332	24,033	11,372	5,190	34,988	10,822	8,881

Teachers in Basic Schools

School	In Post Basic Schools				In All Schools			State
	Men		Women		Trained	Un-trained	Total	
	Trained	Un-trained	Trained	Un-trained				
Un-trained	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	Total	
9	10	11	12	13	14	15	16	17
20	..	..	..	..	5,321	1,868	7,189	Andhra Pradesh
25	..	..	..	..	2,404	1,100	3,504	Assam
11	192	45	1	1	7,276	1,136	8,412	Bihar
2,734	..	..	..	..	28,022	13,896	41,918	Bombay
5	6	2	2	..	3,663	73	3,736	Kerala
10	..	..	..	..	4,042	2,624	6,666	Madhya Pradesh
20	13	4	3	1	12,983	352	13,335	Madras
202	..	..	..	..	7,965	2,212	10,177	Mysore
4	4	..	1	1	1,059	22	1,081	Orissa
2	..	..	..	..	2,037	96	2,133	Punjab
5	..	..	..	..	2,152	859	3,011	Rajasthan
.	..	..	..	..	67,842	17,511	85,353	Uttar Pradesh
13	..	..	.	..	2,603	844	3,447	West Bengal
.	..	..	..	..	3	5	8	A. & N. Islands
.	..	..	..	..	1,307	2	1,309	Delhi
1	..	..	..	..	661	212	873	Himachal Pradesh
.	..	..	..	..	40	3	43	Manipur
13	..	..	..	..	341	439	780	Tripura
.	..	..	..	..	14	..	14	N.E.F.A.
3,155	215	51	7	3	1,49,795	43,254	1,93,049	India

Table XXXIII—Number of Teachers in Basic Schools—(Contd.)

State	Percentage of Trained Teachers to Total Number of Teachers				Teacher-Pupil Ratio			
	In Junior Basic Schools	In Senior Basic Schools	In Post Basic Schools	In All Schools	In Junior Basic Schools	In Senior Basic Schools	In Post Basic Schools	In All Schools
18	19	20	21	22	23	24	25	26
Andhra Pradesh	77.8	62.6	..	74.0	33	25	..	31
Assam	64.4	66.9	..	69.1	36	24	..	34
Bihar	80.1	92.8	80.8	86.5	29	21	15	25
Bombay	50.8	70.1	..	66.8	32	38	..	37
Kerala	98.2	97.9	80.0	98.0	37	35	9	36
Madhya Pradesh	60.9	59.9	..	60.6	26	24	.	26
Madras	97.0	96.4	76.2	97.4	33	28	10	31
Mysore	66.9	83.6	..	78.3	31	37	..	35
Orissa	93.2	97.2	83.3	98.0	25	19	15	24
Punjab	94.9	98.5	.	95.5	38	30	..	37
Rajasthan	71.1	73.8	..	95.6	27	21	..	26
Uttar Pradesh	79.5	.	..	79.5	38	..	..	38
West Bengal	77.6	54.0	..	75.5	29	18	..	28
A. & N. Islands	37.5	..	..	37.5	27	..	..	27
Delhi	99.9	99.8	..	99.8	30	28	..	29
Himachal Pradesh	75.3	79.5	..	75.7	22	34	..	23
Manipur	93.0	..	..	93.0	46	..	..	46
Tripura	34.9	68.8	..	43.7	28	16	..	25
N.E.F.A.	100.0	..	..	100.0	14	..	..	14
India	78.3	75.8	80.4	77.6	36	24	14	25

Table XXXIV - Direct Expenditure on Basic Schools by Source

Source	Junior Basic		Basic Primary		Senior Basic		Post Basic		All Schools	
	Amount	Percent- age	Amount	Percent- age	Amount	Percent- age	Amount	Percent- age	Amount	Percent- age
1	2	3	4	5	6	7	8	9	10	11
	Rs.		Rs.		Rs.		Rs.		Rs.	
Government	4,02,15,348	87.1	4,53,90,708	72.8	5,19,28,547	82.9	4,67,948	75.9	13,80,02,551	80.4
Local Board Funds	51,63,114	11.2	1,48,08,979	23.7	78,87,475	12.6	..	..	2,78,59,568	16.2
Fees	1,80,481	0.4	6,58,038	1.1	12,35,795	2.0	28,115	4.6	21,02,429	1.2
Endowments	3,22,500	0.7	81,722	0.1	2,86,369	0.5	40,805	6.6	7,31,396	0.4
Other Sources	2,63,914	0.6	14,19,304	2.3	12,96,634	2.0	79,769	12.9	30,59,621	1.8
Total	4,61,45,357	100.0	6,23,53,751	100.0	6,26,34,820	100.0	6,16,637	100.0	17,17,55,565	100.0

Table XXXV—Direct Expenditure

State	On Junior Basic Schools		On Senior Basic Schools		On Post Basic Schools	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh . . .	32,23,506	42,15,282	5,29,273	16,36,667	..	..
Assam	16,69,938	25,30,148	1,79,369	2,96,371	..	..
Bihar	17,86,572	23,43,128	41,35,197	41,71,792	4,28,013	4,86,562
Bombay	67,42,119	75,37,616	3,37,95,223	3,79,08,810	..	..
Kerala	14,11,328	22,49,894	7,51,631	8,78,040	..	23,311
Madhya Pradesh . . .	31,71,532	39,74,062	14,99,463	15,84,073	..	..
Madras	46,13,100	77,71,541	22,23,740	49,11,772	52,362	92,148
Mysore	18,83,263	33,49,329	59,65,048	78,82,482	..	..
Orissa	8,21,277	9,49,552	1,48,186	1,84,015	14,639	14,616
Punjab	15,30,932	19,79,660	1,28,474	5,43,656	..	..
Rajasthan	27,28,630	30,46,626	4,86,212	7,23,483	..	..
Uttar Pradesh	5,68,28,971*	6,23,58,751*	..	..	..	..
West Bengal	19,83,355	26,28,639	2,68,261	3,66,832	..	..
A. & N. Islands . . .	12,371	18,902	..	..	..	..
Delhi	14,45,535	15,51,652	6,33,476	8,21,526	..	..
Himachal Pradesh . .	6,03,331	10,91,914	37,601	1,11,319	..	..
Manipur	4,598	11,896	..	..	..	..
Tripura	5,74,614	8,59,758	1,45,467	3,10,091	..	..
N.E.F.A.	85,125	34,758	..	..	..	..
India	9,11,23,157	10,85,04,108	5,09,26,321	6,26,34,820	4,94,414	6,16,887

*On basis

on Basic Schools by States

Total		Increase (+) or Decrease (-)	Percentage of Expendi- ture on Basic Schools to Total Direct Expendi- ture on Education	Percentage of Expenditure met from					State
1956-57	1957-58			Govt. Funds	Local Board Funds	Fees	En- dow- ments	Other Sour- ces	
8	9	10	11	12	13	14	15	16	17
Rs. 37,52,839	Rs. 58,51,949	Rs. + 20,99,110	4.3	79.8	18.9	0.4	0.4	0.5	Andhra Pradesh
18,49,307	28,26,519	+ 9,77,212	6.4	98.7	0.1	0.2	0.9	0.1	Assam
63,49,782	73,01,482	+ 9,51,700	7.2	93.8	1.2	0.9	0.3	3.8	Bihar
4,05,37,342	4,54,46,426	+ 49,09,084	13.1	82.8	13.5	2.0	0.0	1.7	Bombay
21,61,259	31,51,245	+ 9,87,986	3.5	88.8	10.2	..	0.0	1.0	Kerala
46,70,995	55,58,135	+ 8,87,140	5.3	86.8	12.5	0.5	..	0.2	Madhya Pradesh
68,89,202	1,27,75,461	+ 58,86,259	7.5	72.9	22.2	0.7	4.0	0.2	Madras
78,48,311	1,12,31,811	+ 33,83,500	11.0	84.3	10.9	1.3	0.0	3.5	Mysore
9,83,502	11,40,083	+ 1,65,581	3.4	95.9	0.6	..	1.1	2.4	Orissa
16,59,406	25,23,316	+ 8,63,910	2.4	83.7	13.3	2.7	0.3	0.0	Punjab
32,14,842	37,70,109	+ 5,55,267	6.1	99.9	..	..	..	0.1	Rajasthan
5,68,28,971*	6,23,58,751*	+ 55,29,780	25.8	72.8	23.7	1.1	0.1	2.3	Uttar Pradesh
22,51,616	29,98,471	+ 7,46,855	1.6	82.7	10.4	4.0	0.6	2.2	West Bengal
12,371	18,902	+ 6,531	7.1	100.0	..	..	..	0.0	A. & N. Islands
20,79,011	23,73,178	+ 2,94,167	3.8	100.0	..	..	..	0.0	Delhi
6,40,332	12,06,224	+ 5,65,892	22.0	99.4	..	0.6	..	..	Himachal Pradesh
4,598	11,896	+ 7,298	0.5	94.6	..	..	5.4	..	Manipur
7,20,081	11,67,849	+ 4,47,768	19.7	99.7	..	0.3	0.0	..	Tripura
83,125	34,758	- 50,367	4.3	100.0	..	..	..	..	N.E.F.A.
14,35,40,892	17,17,55,565	+ 2,82,14,673	9.5	80.4	16.2	1.2	0.4	1.8	India

primary schools.

Table XXXVI—Statistics of Teachers'

State	Number of Basic Training Schools	Enrolment*		
		Men	Women	Total
1	2	3	4	5
Andhra Pradesh	36	3,354	222	3,576
Assam	19	999	211	1,210
Bihar	62	5,487	557	6,044
Bombay	123	10,836	4,349	15,185
Jammu and Kashmir	8	405	120	525
Kerala	21	893	834	1,727
Madhya Pradesh	47	4,888	341	5,229
Madras	97	7,535	3,702	11,237
Mysore	16	1,762	439	2,201
Punjab	24	2,334	1,957	4,291
Rajasthan	28	2,447	164	2,611
Uttar Pradesh	91	4,931	813	5,744
West Bengal	16	782	160	942
Delhi	2	122	118	240
Himachal Pradesh	2	150	48	198
Manipur	1	73	7	80
Tripura . . . . .	..	43	20	63
N.E.F.A.	1	68	4	72
India	594	47,109	14,066	61,175

*Includes enrolment

† Includes private

Training Schools (Basic Training)

Total Expenditure	Average Annual Cost per Pupil	Out-put†			State
		Men	Women	All Persons	
6	7	8	9	10	11
Rs. 14,52,590	Rs. 406.2	1,877	177	2,054	Andhra Pradesh
7,17,880	593.3	701	121	822	Assam
18,48,893	305.9	4,566	453	5,019	Bihar
40,29,958	265.4	4,877	1,726	6,597	Bombay
4,22,273	804.3	336	150	486	Jammu & Kashmir
4,01,004	267.2	512	435	947	Kerala
20,18,267	386.0	4,568	200	4,868	Madhya Pradesh
19,68,470	164.4	3,983	1,645	5,628	Madras
7,44,777	360.1	1,349	319	1,668	Mysore
6,53,318	389.1	1,699	1,171	2,870	Punjab
16,50,481	649.8	2,562	174	2,736	Rajasthan
26,85,166	467.3	2,424	371	2,795	Uttar Pradesh
2,92,969	331.4	744	142	886	West Bengal
95,990	484.8	120	116	236	Delhi
62,403	315.2	124	43	167	Himachal Pradesh
14,207	177.6	62	4	66	Manipur
..	..	37	19	56	Tripura
83,093	1,154.1	17	1	18	N.E.F.A.
1,91,41,739	326.0	30,558	7,361	37,919	India

in attached classes.
Students also.

Table XXXVII—Statistics of Teachers'

State	Number of Basic Training Colleges	Enrolment*		
		Men	Women	Total
1	2	3	4	5
Andhra Pradesh . . .	1	20	5	25
Assam	1	26	3	29
Bihar	3	411	24	435
Bombay	5	129	22	151
Madhya Pradesh . . .	3	230	42	281
Madras	1	21	..	21
Mysore	9	666	119	785
Orissa	7	445	.	445
Punjab	9	693	338	1,031
Rajasthan	4	387	67	454
Uttar Pradesh . . .	5	350	27	377
West Bengal	3	152	55	207
Delhi . . . . .	..	48	13	61
Himachal Pradesh . .	1	47	1	48
Tripura	1	15	1	16
In	53	3,649	717	4,366

* Includes enrolment

† Includes private

Training Colleges (Basic Training)

Total Expenditure	Average Annual Cost per Pupil	Out-put†			State
		Men	Women	All Persons	
6	7	8	9	10	11
Rs.	Rs.				
22,438	897·5	..	..	..	Andhra Pradesh
54,060	1,864·1	..	..	..	Assam
2,39,554	550·7	723	23	746	Bihar
1,90,732	1,263·1	129	21	150	Bombay
1,66,197	591·4	233	38	271	Madhya Pradesh
21,136	1,006·5	16	..	16	Madras
3,40,025	374·5	74	14	88	Mysore
1,80,907	406·5	285	..	285	Orissa
5,09,087	266·8	658	336	994	Punjab
4,32,145	823·2	463	65	528	Rajasthan
5,68,243	1,507·3	94	25	119	Uttar Pradesh
2,16,731	1,134·7	145	35	180	West Bengal
..	..	56	14	70	Delhi
38,479	801·6	17	1	18	Himachal Pradesh
63,936	809·3	27	1	28	Tripura
30,43,670	561·5	2,920	573	3,493	India

in attached classes.

*Students also.

to 37,919 respectively. The expenditure on these schools increased by Rs. 21·20 lakhs to Rs. 191·42 lakhs. On an average, an expenditure of Rs. 326·0 was incurred in training a teacher in Basic education.

As in the last year, Bombay had the largest number of basic training schools (123). Other States which had fairly a good number of training schools were Madras (97), Uttar Pradesh (91), Bihar (62) and Madhya Pradesh (47). Delhi and Himachal Pradesh, among Union Territories, had 2 each of these institutions, while Manipur and N.E.F.A. had one each. Other details are given in table XXXVI.

The number of basic training colleges, however, showed a significant increase from 33 in 1956-57 to 53 in 1957-58. The number of teacher-pupils in these colleges together with the attached training classes also rose from 2,469 to 4,366. The expenditure on these institutions amounted to Rs. 30,43,670 and their out-put was 3,493, including 573 women. The average annual cost per scholar worked out to be Rs. 561·5. Detailed statistics are given in table XXXVII.

CHAPTER V

SECONDARY EDUCATION

The year, 1957-58, witnessed considerable expansion in the field of Secondary education. The progress, encouraging as it had been, was reflected in the increase in the number of secondary schools. The conversion of secondary schools into higher secondary schools and multipurpose schools with diversified courses and craft teaching received further fillip. For the qualitative improvement at education of this stage a number of regional and State seminars of headmasters and subject-teachers, seminar-cum-training courses, educational workshops, extension service projects for teachers, labour and social service camps for pupils were organised.

2. The reconstruction of Secondary education included the conversion of existing high schools into higher secondary schools and multipurpose schools with diversified courses. Schemes like improvement of existing teaching facilities, improvement of libraries, training of teachers and introduction of craft in middle schools were meant for qualitative improvement. The pattern of Central assistance during 1957-58 for the schemes of conversion of high schools into multipurpose and higher secondary schools and training of teachers was 60 per cent and for other schemes 50 per cent of the total cost. A sum of Rs. 2.69 crores was sanctioned as Central assistance to State governments for their educational development programmes for the reconstruction of Secondary education including Rs. 42.61 lakhs for the newly initiated scheme of improvement of salary scales of secondary school teachers. During 1957-58, 299 schools were converted into multipurpose schools and 300 schools into higher secondary schools.

3. Under the scheme for the introduction of Agricultural and Science courses in rural secondary schools, eighty Agricultural and Science courses were started in rural secondary schools during the year. Grants amounting to Rs. 9.3 lakhs, as first instalment of Central share out of a total provision of Rs. 10 lakhs for this scheme during 1957-58, were sanctioned to various State governments for starting these courses.

4. The scheme for the promotion of research in problems connected with Secondary education was continued. A sum of Rs. 2 lakhs was provided for this scheme in 1957-58. 28 projects were carried out in various training colleges and university departments of Education. To coordinate research work among different institutions, a seminar of training colleges was organised at Bangalore on the 11th and 12th May, 1957 at which reports of the research work done by them were discussed. To encourage research work, the scale of research fellowship was raised.

5. Under the scheme for appointment of Hindi teachers in non-Hindi speaking areas, each secondary school in such areas was to have one Hindi teacher. Out of the provision of Rs. 7 lakhs for this scheme in the budget for 1957-58, an amount of Rs. 1,50,953 was sanctioned to the States of Andhra

Pradesh, Kerala, Orissa, Tripura and Manipur and 332 Hindi teachers were appointed during the year.

6. The pattern of Central assistance under the scheme for Assistance to Voluntary Educational Organisations was changed to 50 per cent of both recurring and non-recurring expenditure as against 66 per cent of non-recurring and 50 per cent of recurring expenditure provided during 1956-57. Grants to the extent of Rs. 14,45,347 were given to 27 institutions during 1957-58.

7. The Conference of the State Education Ministers held at New Delhi in September, 1957 adopted the resolution that the pattern of educational reconstruction from elementary to university stage should be implemented vigorously within the funds allocated for the purpose during the Second Plan period. It approved the recommendation of the Planning Commission Panel on Education to promote Vocational and Technical education in appropriate secondary schools in adequate numbers in the light of the recommendations of the Secondary Education Commission. The Conference decided that a special Committee should go into the question of phased conversion of high schools into higher secondary and multipurpose schools. On the question of relationship between Post-Basic education and reorganised pattern of secondary education, the conference was of the view that two parallel systems of education should not exist at the Secondary stage. The Conference, therefore, recommended that the post-basic schools should be regarded as one type of multipurpose schools and that the courses and standard imparted in these schools should be equivalent to those in multipurpose schools and a suitable examination should be devised for them by the Boards of Secondary Education so that the question of separate recognition of Post-Basic School Diplomas and Certificates would not arise.

8. The Central Advisory Board of Education at its 25th session held in January, 1957, while discussing the provision of text-books in diversified courses in secondary schools, was of the opinion that due to the diversity of the syllabus found in different States it was not feasible for the Centre to prepare any standard text books. The Board, however, recommended that a list of suitable books and manuals on the methods of teaching new subjects should be prepared by the Centre. It further recommended that the journal published by the Central Ministry of Education should pay greater attention to problems relating to the teaching of new subjects and should make available through their columns information on books, teaching aids and teaching practices likely to be useful in the teaching of new subjects. Other recommendations of the Board were (i) establishment of a scientific instruments' centre in collaboration with the Ministry of Commerce so as to meet the problem of acute shortage of equipment of standard specifications for the teaching of science in secondary schools (ii) allotment of high priority to the construction of additional accommodation for the development of secondary schools and (iii) expansion of the scope of the scheme for the spread of girls' education to cover secondary level.

9. The All-India Council for Secondary Education expanded its activities further during 1957-58. In addition to 23 extension service departments set up during the first plan period, 29 more departments were opened in 1957-58 in various training colleges. The Council took up the question of improving science

teaching by establishing science clubs in schools, laboratory planning and designing of science equipment. A number of Regional and State seminars of headmasters and subject-teachers, All-India seminars and subject-cum-training courses were organised by the Council. The Council continued to collaborate with the United States Educational Foundation in India in the organisation of secondary education workshops. The Council published a monthly journal entitled "Teacher Education" containing accounts of the new projects and experiments undertaken by schools in connection with dynamic methods of teaching, class discipline, self government by students, cooperative societies, etc. In order to conduct research and effect improvement in the system of examinations and give guidance to State Boards of Education in examination reforms, a pilot Examination Unit was set up by the Council during the year under report. The aim of the Unit was to identify and clarify the purposes for improving the effectiveness of teaching various school subjects, to suggest adequate learning experience for attaining desired results and to improve evaluation tools. A full Examination Unit was to start from July, 1958 on the return of ten trainees deputed for six months' training under Dr. B. Bloom of Chicago University.

10. The Central Bureau of Educational and Vocational Guidance carried out its work in the following four major assignments during the year under report.

- (i) Field service which includes (a) conducting guidance services in selected schools in Delhi and (b) research ancillary to the improvement of guidance services in the schools.
- (ii) Preparation/adaptation of (a) psychological tests and related measures of pupil assessment (b) guidance filmstrips, posters, manuals, etc.
- (iii) (a) Assistance to guidance organisations and teachers' colleges for conducting personnel training courses. (b) conducting psychological examinations.
- (iv) Publications, Committees, Conferences and Exhibitions.

The Central Bureau conducted curricular guidance and occupational orientation in standards VIII and XI in two schools of Delhi. It assisted three schools in Delhi in setting up and planning the work of their guidance units. Individual guidance was given to a number of students on request at the Bureau's Office.

Pilot investigations were conducted in Delhi schools on subjects like 'Predictive value of VIII class examination results—for predicting success in the Higher Secondary examination', 'Follow-up study of the school-leavers, etc.' Four sets of psychological tests for determining literary aptitude in Hindi, assessing the commercial interest factor, mechanical aptitude and clerical ability of students of standards VIII and XI were constructed.

A new series of filmstrips dealing with the occupational openings in the field of work represented by diversified courses for multipurpose schools was prepared in collaboration with the U. S. Technical Cooperation Mission in India and a series of 11 posters depicting the various aspects of educational

and vocational guidance was printed. A filmstrip Committee was constituted for advising and supervising the work of filmstrips and poster production of the Bureau.

The Bureau also published 'Proceedings of the Working Conference on Educational and Vocational Guidance in Multipurpose Schools held in June, 1956 at Ootacomund', 'A Manual of Guidance for Teachers of Secondary Schools' and a brochure entitled 'Your Child at the Cross Roads'. The Bureau's mimeographed bulletin "Guidance News" dealing with the various aspects of guidance in schools was continued. The Central Bureau participated in Annual Conference and Guidance Seminars of the All India Educational and Vocational Guidance Association held at Mysore in April, 1957. Four career conferences and exhibitions were held in four schools of Delhi during the year.

11. The Central Bureau of Text-Book Research, Delhi continued its work on the formulation of objective means of estimating and evaluating text-books during 1957-58. It published 'Text-book Selection Procedure', and 'The criteria for score cards for evaluating Primary textbooks in language and science'.

The Bureau worked with the Syllabus Sub-Committee of the Department of Education, Delhi State on combining the present basic and non-basic syllabuses into a single uniform pattern for all primary and middle schools in Delhi. The detailed syllabuses of Science, English, Mathematics and Social Studies were completed. The Bureau also worked with the United Nations Information Centre in drawing up a syllabus on the teaching of United Nations in Social Studies programme for Class I to XII of Indian schools.

Pure academic research in text-book writing was taken up both at the Centre and at the State level by the Bureau research staff and students with a view to make the text books meant for a given age-group more real and meaningful by including only such words as are within the comprehension level at that age-group. Twenty four try out lessons in Science and Social Studies alongwith the evaluation exercises were prepared. "Raw Frequency" analysis of the concepts contained in text-books for different grades in Delhi was started in Science and Social Studies. An attempt was made to list the possible corollary and supplementary material around the text-book lessons to enliven the teaching of class lessons and take cognizance of individual differences.

As for its servicing activities, the Bureau was serving on the Committee for drawing up of the syllabi for the multipurpose schools in Delhi area. The Science syllabus of Madras State was evaluated at the latter's request.

Main Developments

12. A brief account of the progress made by various States in the field of Secondary education is given below:

Andhra Pradesh

During the year, the State government appointed an ad hoc Committee to go into the question of integration of the curricula and syllabi of ordinary secondary schools and higher secondary and multipurpose schools and took up for consideration one of its recommendations made during the year,

which related to the curtailment of the total period of schooling from twelve years to eleven years in case of higher secondary and multipurpose schools. Under the scheme for bifurcated courses, certain new courses were started in higher secondary and multipurpose schools in Andhra Area.

The educational concessions granted to pupils studying in schools in Andhra area were extended to pupils in Telengana area too in 1957-58 and education was made free upto class VIII for the children of village officers and servants. Half remission was granted to these children reading in classes IX to XI or XII. Under the auspices of the All-India Council for Secondary Education, the annual State seminar for Inspecting Officers and Headmasters/Headmistresses of secondary schools was organised at Madanapalli from 25th June to 9th July, 1957 and two subject-teacher seminars were organised—one for English teachers at Warangal from 10th October, 1957 to 19th October, 1957 and another for Science teachers from 28th October to 4th November, 1957.

Assam

The State government participated in a number of schemes sponsored by the Central Government for the reorganisation of Secondary education. Under these schemes, 9 high schools were developed into higher secondary schools and 16 into multipurpose schools. Five high schools (three government and two non-government) were given grants of Rs. 31,200 each for the construction of science blocks and purchase of equipments for laboratories. 26 high schools were given grants of Rs. 12,000 each for improvement of the school library, introduction of crafts and improvement of teaching aids and laboratory equipments. 33 middle schools were given aid at a total cost of Rs. 500 each for introduction of craft subjects and improvement of teaching aids and libraries.

Bihar

During the year, Sub-Divisional Officers were appointed in each Division as a result of which the reorganisation of high schools received further fillip. For the purchase of science apparatus under the scheme for teaching of science in schools, 20 boys schools were sanctioned a grant of Rs. 42,500. The State government laid down the minimum standard scale of furniture and teaching appliances in middle schools.

Short-term training courses were organised for untrained undergraduate teachers of middle and high schools in senior training school. Districts and Divisional seminars were conducted for the benefit of teachers. A Conference of headmasters and teachers of higher secondary and multipurpose schools, officers of Education Department and experts was also held during the year under the presidentship of the Education Secretary.

Bombay

The Government of Bombay appointed during the year under review, the Integration Committee for Secondary Education to survey the existing provision of educational facilities and existing pattern of educational administration at Secondary stage in different regions of the State and make proposal for bringing the different areas of the State to a common level of development and for the integration of educational development.

The State government constituted a 20-member State Advisory Board for Secondary Education to advise Government on the reorganisation, coordination and expansion of Secondary education and correlation of Secondary education with the system of education as a whole and all matters relating to Secondary education arising out of day to day administration.

In addition to the maintenance grants assessed on deficit formula basis which continued to be given to secondary schools during the year, building grants at 1/6th of the approved expenditure in the case of boys' schools and at 1/4th of the approved expenditure in the case of girls' schools were sanctioned. Equipment grants at 1/4th of approved expenditure were also sanctioned. The procedure of giving grants-in-aid to multipurpose schools was revised and all new multipurpose schools were given non-recurring grants for purchasing equipment and furniture and for erecting buildings.

Under the scheme of reorganisation of Secondary education, 143 secondary schools were converted into multipurpose schools. Under the auspices of the All-India Council for Secondary Education, seminar-cum-training courses for the teachers of multipurpose schools were organised to enable them to deal with the diversified courses properly. A two-week seminar of headmasters was conducted at Mahabaleshwar on 15th May 1957 to discuss various aspects of multipurpose school and higher secondary certificate course. A camp-cum-seminar of headmasters was also at Nagpur from 19th February to 29th February, 1958 to exchange views and discuss educational problems of common interest. The S.S.C. Examination Board, Poona conducted during the year, the H. S. C. Examination which was formerly conducted by the Board of Secondary Education, Hyderabad for the benefit of students from Marathwada.

Jammu & Kashmir

The pattern of Secondary education as recommended by the Secondary Education Commission was followed by the conversion of seven boys' high schools into higher secondary schools during 1957-58. Some of the primary and middle schools were upgraded to middle and high schools respectively and improvements in the existing secondary schools were effected. Under the Plan schemes, additional teachers were appointed.

Kerala

Under the scheme for diversified courses recommended by the Secondary Education Commission, the course of studies in secondary schools was reorganised and electives, comprising of seven groups *viz.*, Humanities, Science, Technical, Commercial, Agriculture, Fine Arts and Home Science were introduced in class X. 32 private high schools were brought under the scheme of conversion of high schools into higher secondary schools. 95 high schools were converted into higher secondary multipurpose schools. 104 private high schools were selected for the improvement of science teaching at a cost of Rs. 20,000 for each school. A high school was sanctioned as a model school for the Training College at Tellicherry. Craft teaching was introduced in all the departmental high schools of the former Travancore-Cochin area and grants were given to private schools for the introduction of Craft education. Under the Plan scheme of Improvement of Libraries, books were supplied to improve school libraries in selected departmental and private secondary schools.

The scales of pay of teachers of certain categories were revised with effect from 1st April, 1957. It was decided to discontinue Form III Common Examination. Special fees were ordered to be levied from 1957-58 in all the classes from I to XI.

A number of seminars was held during the year to give a fresh outlook to the teachers in modern developments in education. Seventy teachers attended the two subject seminars conducted in October and December, 1957 and 37 headmasters attended a conference of headmasters organised in February, 1958.

Madhya Pradesh

Under the scheme for improving science teaching, science clubs were organised in schools and the achievements were found to be very encouraging. The institutions starting science clubs were given subvention of Rs. 1,200 by the All-India Council of Secondary Education for the purchase of necessary equipment.

Eight high schools were converted into higher secondary schools. The maintenance grants to recognised schools were enhanced to meet the expenditure on the increased salary of teachers. Subsidy at the rate of Rs. 22 per teacher was also paid by the State government. Trained graduates were given two advance increments. Hindi was compulsorily taught in all the secondary schools except Maharashtra Anglo-Indian and Anjuman high schools.

Madras

Under the various development and improvement schemes, eight schools were selected for improvement of science teaching, fifty four for improvement of core subjects, one hundred and eight for the improvement of school libraries and thirty-six for the introduction of craft. 100 diversified courses of studies were introduced in secondary schools thus raising 57 schools into multipurpose schools. Besides, Agriculture as a diversified course of study was introduced in 15 more secondary schools under a special scheme financed by the Government of India for the improvement of rural schools. Opening of 83 new secondary schools during the year was another notable achievement.

In pursuance of the recommendations of the Legislature Committee on the White Paper on Education, forty committees consisting of principals or professors and lecturers of various colleges, headmasters and teachers of secondary schools and elementary schools were constituted to draft syllabus for the various subjects of the curriculum under the reorganised scheme of education. The total duration of the entire school course under the reorganised scheme would be 11 years and consist of 2 units:

- (i) an integrated elementary course of seven years; and
- (ii) a higher secondary course of four years.

Syllabi for the integrated elementary course for standards I to VII were finalised and published with the approval of the government.

Full fee concessions were extended to the children of political sufferers. Students belonging to the most backward classes and converts to christianity from harijan community were to receive educational concessions admissible to scheduled castes students.

Mysore

Under the scheme of diversified courses, 17 high schools were converted into multipurpose type. Moreover, 36 high schools were sanctioned to be converted to the higher secondary type with craft as a compulsory subject of study.

Under the auspices of All-India Council for Secondary Education, a six week seminar was organised at Mandya for training teachers in agriculture course. The State also organised a seminar for headmasters and education officers at Mysore. Two subject-seminars of ten days' duration each in Science and Social Studies were organised by Mysore State Teachers Federation for high school teachers. Twenty teachers of each subject participated in these seminars.

Orissa

Under the scheme for reorganisation of Secondary education, three high schools were converted into multipurpose higher secondary schools. Craft teaching was made compulsory in the syllabus of High School Certificate Examination. Grants were paid to 45 high schools for the construction of crafts shed and for the purchase of craft equipment and craft teachers were appointed in some of these schools. Craft training was also introduced in 60 middle schools. Fifty-six non-government schools were given grants for the improvement of school and hostel buildings and 85 schools received grants for the purchase of apparatus and for improvement of school libraries.

The Board of Secondary Education appointed two specialists, one in English and the other in Science to go round the schools and demonstrate the methods for improving the standard of teaching these subjects.

Punjab

With a view to ameliorating the lot of teachers working in local body schools, the State government took over the management of all such schools with effect from 1st October, 1957 and the scales of pay obtaining in government institutions were allowed to them. In accordance with the recommendations of the pay revision committee, the grades of teachers were revised during the year under report. Grants amounting to Rs. 59.64 lakhs were given for providing additional accommodation, furniture and equipment and library books to higher secondary schools to be converted into multipurpose type. Additional staff, equipment and furniture were also provided for government schools. Non-government schools were paid grants amounting to Rs. 3 lakhs.

Education was made free upto 8th class in the backward Districts of Kangra and Mahendergarh and upto 10th class in government institutions in flood affected areas from 1st September, 1957.

Rajasthan

During the year under review 100 primary schools and 24 middle schools were upgraded to middle schools and secondary schools respectively and one high school was converted into higher secondary school. Rs. 2.37 lakhs were given as aid to schools for conversion into multipurpose secondary schools. Improvements in the teaching of science, library facilities and school equipment in 80 schools and in the teaching of science in 3 schools were effected. Conferences and seminars were also organised.

Uttar Pradesh

The scheme for the conversion of higher secondary schools into multipurpose schools was continued in selected institutions. Technical courses were introduced in ten new government multipurpose schools. Increased grants were sanctioned for buildings, furniture and equipment and libraries.

Two ten-days subject-teacher seminars sponsored by the All-India Council of Secondary Education were organised at Agra and Lucknow from December 20 to 30, 1957 and from 11th January, 1958 to 20th January, 1958 respectively for Mathematics and Wood Craft Teachers.

West Bengal

The scheme for conversion of high schools into multipurpose schools and the allied schemes for the development of secondary schools were continued during 1957-58. Diversified courses were introduced in 94 selected high schools at a total estimated capital expenditure of Rs. 104.01 lakhs. Service conditions of teachers were improved by sanctioning quarters to teachers, or special allowance to trained teachers serving in rural areas in lieu of quarters and by revising of pay scales with Central assistance. Pay scales of untrained teachers were done away with. They were to draw initial grade till they got themselves trained. To increase the efficiency of teachers the syllabi of training colleges were revised. A number of seminars and refresher courses were held. Facilities for improving their academic qualifications were liberally granted to teachers.

To meet the increased demand for qualified teachers in upgraded schools, especially in science subjects, the Government and the Board of Secondary Education allowed, as a special case, appointment of part-time teachers from colleges. Craft being a compulsory subject in upgraded schools, a large number of craft teachers was recruited. A craft teachers' training centre was opened at the Bengal Engineering College, Sholapore for the teachers of mechanical craft. Under the Central government scheme for appointment of Hindi teachers, the post of a full time Hindi teacher was created in each of the upgraded schools with Centre's financial assistance.

With the gradual conversion of the existing 4-class primary schools into 5-class junior basic schools, class V of secondary schools was integrated with the primary section.

A. & N. Islands

In pursuance of the recommendations of the Education Committee, schemes for separating the primary department and girls' section from the high school and converting boys' high school into multipurpose higher secondary school were incorporated in the Second Five Year Plan. The affiliation of the only high school continued to be with the West Bengal Board.

Delhi

The schemes for the expansion of facilities for Secondary education were continued. During the year under report, 11 new higher secondary schools were opened from class VI to IX and 11 middle schools were raised to higher secondary standard by adding class IX of the higher secondary pattern. Besides, eight middle schools were opened and junior basic schools raised to senior basic schools.

Table XXXVIII—System of School Classes at Secondary Stage

State	Middle Stage	
	Name of Classes	Duration (Years)
1	2	3
Andhra Pradesh—		
(i) Erstwhile Andhra State	Form I, II, III (of Secondary), Standards VI, VII and VIII (of Higher Elementary Schools)	3
(ii) Area of erstwhile Hyderabad State	V, VI and VII	3
Assam	IV, V and VI	3
Bihar	VI and VII	2
Bombay		
(i) Erstwhile Bombay State	V, VI and VII	3
(ii) Area of the erstwhile Madhya Pradesh State (Vidarbha Region) and erstwhile Saurashtra State.	V, VI, VII and VIII	4
(iii) Area of the erstwhile Hyderabad State (Marathwada Region).	V, VI and VII	3
(iv) Erstwhile Kutch State	V, VI and VII	3
Jammu and Kashmir	VI, VII and VIII	3
Kerala	Standards VI, VII and VIII	3
Madhya Pradesh—		
(i) Area of erstwhile Madhya Pradesh State.	V, VI, VII and VIII	4
(ii) Erstwhile Madhya Bharat, Bhopal and Vindhya Pradesh State	VI, VII and VIII	3
Madras	Forms I, II and III (of Secondary Schools), Standards VI, VII and VIII (of Higher Elementary Schools)	3
Mysore—		
(i) Erstwhile Mysore State (in Civil Area and Bellary District).	Forms I, II and III	3
(In other Areas)	Classes I, II, III and IV	4

Table XXXVIII—System of School Classes at Secondary Stage—Contd.

High Stage			State
Name of Classes	Duration (Years)	Duration of Secondary Stage	
4	5	6	7
			Andhra Pradesh—
Forms IV, V and VI . . .	3	6	(i) Erstwhile Andhra State
VIII, IX and X . . .	3	6	(ii) Area of the erstwhile Hyderabad State
VII, VIII, IX and X . . .	4	7	Assam
VIII, IX, X and XI . . .	4	6	Bihar
			Bombay
VIII, IX, X and XI . . .	4	7	(i) Erstwhile Bombay State
IX, X and XI . . .	3	7	(ii) Area of the erstwhile Madhya Pradesh State (Vidarbha Region) and erstwhile Saurashtra State
VIII, IX and X . . .	3	6	(iii) Area of the erstwhile Hyderabad State (Marathwada Region)
VIII, IX, X and XI . . .	4	7	(iv) Erstwhile Kutch State
IX and X . . .	2	5	Jammu and Kashmir
Standards IX, X and XI	3	6	Kerala
			Madhya Pradesh—
IX, X and XI . . .	3	7	(i) Area of the erstwhile Madhya Pradesh State
IX and X . . .	2	5	(ii) Erstwhile Madhya Bharat, Bhopal and Vindhya Pradesh State
Forms IV, V and VI . . .	3	6	Madras
			Mysore—
Forms IV, V and VI . . .	3	6	(i) Erstwhile Mysore State (in Civil Area and Bellary District)
Classes I, II and III . . .	3	7	(In other Areas)

Table XXXVIII—System of School Classes at Secondary Stage—*Contd.*

State	Middle Stage	
	Name of Classes	Duration (Years)
1	2	3
Mysore—<i>contd.</i>		
(ii) Area of erstwhile Bombay State	V, VI and VII	3
(iii) Area of erstwhile Madras State and erstwhile Coorg State	Forms I, II and III (of Secondary Schools), Standards VI, VII and VIII (of Higher Elementary Schools).	3
(iv) Area of erstwhile Hyderabad State	V, VI and VII	3
Orissa	VI and VII	2
Punjab	VI, VII and VIII	3
Rajasthan	VI, VII and VIII	3
Uttar Pradesh	VI, VII and VIII	3
West Bengal—		
(i) Erstwhile West Bengal State	V, VI, VII and VIII	4
(ii) Areas of erstwhile Bihar State	VI and VII	2
A. & N. Islands	VI, VII and VIII	3
Delhi	VI, VII and VIII	3
Himachal Pradesh	VI, VII and VIII	3
L. M. & A. Islands	Nil	Nil
Manipur	III, IV, V and VI	4
Tripura	VI, VII and VIII	3
N.E.F.A.	IV, V and VI	3
Pondicherry	Forms I, II and III	3

Table XXXVIII—System of School Classes at Secondary Stage—*Conold.*

High Stage			State
Name of Classes	Duration (Years)	Duration of Secondary Stage	
4	5	6	7
VIII, IX, X and XI . . .	4	7	Mysore— <i>contd.</i>
Forms IV, V and VI	3	6	(ii) Area of erstwhile Bombay State.
VIII, IX and X . . .	3	6	(iii) Area of erstwhile Madras State and erstwhile Coorg State
VIII, IX, X and XI . . .	4	6	(iv) Area of erstwhile Hyderabad State
IX and X . . .	2	5	Orissa
IX and X . . .	2	5	Punjab
IX and X . . .	2	5	Rajasthan
IX and X . . .	2	5	Uttar Pradesh
IX and X . . .	2	6	West Bengal—
VIII, IX, X and XI . . .	4	6	(i) Erstwhile West Bengal State
IX and X . . .	2	5	(ii) Areas of erstwhile Bihar State
IX and X . . .	2	5	A. & N. Islands
IX and X . . .	2	5	Delhi
IX and X . . .	2	5	Himachal Pradesh
Nil . . .	Nil	Nil	L. M. & A. Islands
VII, VIII, IX and X . . .	4	8	Manipur
IX and X . . .	2	5	Tripura
VII, VIII, IX and X . . .	4	7	N.E.F.A.
Forms IV, V and VI . . .	3	6	Pondicherry

In four government high/higher secondary schools, facilities for teaching of science subjects were improved by enriching the equipment and apparatus.

Education for the scheduled caste students remained free upto higher secondary stage.

The standard of teaching was improved by organising seminars and refresher courses in order to acquaint the teachers with the recent trends and developments in education. The extension service department of the Central Institute of Education, Delhi rendered good service in raising the standard of teaching by organising seminars and study circles in different subjects.

Himachal Pradesh

Under the second Five Year Educational Development Plan, craft materials were supplied to 13 Middle schools. 24 lower middle schools were up-graded to middle standard. Three middle schools were converted into senior basic schools and Basic education equipment was supplied to one middle school intended for conversion into senior basic school.

L.M. & A. Islands

With no secondary school in the Union Territory, facilities for high school studies to students of the Territory continued to be provided by securing them admission in the government hostels in the mainland and providing free boarding lodging and tuition at an expenditure of Rs. 26,506. Non-boarders of the hostels studying in high schools in the mainland also received scholarship to the value of Rs. 7,929.

N.E.F.A.

Two lower primary schools were converted into middle schools and a new middle school managed by private body was started.

Pondicherry

Two new secondary schools for girls were started.

Tripura

Two government and three private aided high schools for boys were converted into higher secondary schools and one middle school for girls was upgraded to high school. Seven middle/junior basic schools were converted into senior basic schools. The multipurpose higher secondary schools and two high schools were equipped with necessary science materials. For the improvement of school library, books were supplied to one high school. Construction of one hostel for girls of secondary schools was undertaken by P.W.D. To improve the standard of teaching in secondary schools, training of teachers of secondary schools was undertaken to provide secondary schools with trained teachers. Further, five subject-teacher seminars for discussion of better process and procedure of teaching were organised.

System of School classes

Secondary education consists of two stages—high and middle. High schools in some States had middle and even primary classes attached to them. Similarly, middle schools contained primary classes in most cases. The number of classes comprising the middle and high stages differed in various States. This variation is shown in Table XXXVIII.

Except for the States of Rajasthan and Pondicherry, the system of school classes did not undergo any change during the year. In Rajasthan, the scheme of school classes was made uniform in the erstwhile area of Bombay State viz. Abu Road Taluka, as in other areas. In Pondicherry, the high stage in English Schools consisted of three classes as compared to four in the previous year due to the integration of Form III of high school stage with that of middle school stage.

Administration and Control

The year was not marked by any conspicuous change in the administration and control of secondary schools. As before, secondary schools continued to be managed by government, local bodies and private agencies during the year. In most of the States, the majority of high schools were managed by private bodies. The State Education Departments controlled the middle school education by way of recognition, inspection, prescription of syllabus and provision of grant-in-aid. The control over high/higher secondary school education was shared by the Education Departments, Universities and Boards of Education which prescribed courses and conducted examinations.

Middle Schools

During the year under report, the total number of recognised middle schools in the country increased by 2,529 to 27,015 (23,141 for boys and 2,874 for girls). This gave an increase of 10·3 per cent as compared to 11·4 per cent during the previous year. Of the total, 7,819 (7,249 for boys and 570 for girls) were senior basic schools. The distribution of middle schools according to different managements was as given in table below :

Table XXXIX—Number of Middle Schools by Management

Management	1956-57		1957-58	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government	5,164	21·1	6,807	25·2
District Board	9,961	40·7	10,100	37·4
Municipal Board	869	3·6	828	3·1
Private Bodies—				
Aided	6,108	24·9	6,850	25·3
Unaided	2,384	9·7	2,430	9·0
Total	24,486	100·0	27,015	100·0

The opening of new schools and up-grading of primary schools to middle school standard brought about an increase in the number of government schools to the extent of 31·8 per cent as compared to the increase of 14·0 per cent, 12·1 per cent and 1·9 per cent in the number of schools under district board, private aided and unaided managements respectively. The number of schools under the control of municipal board decreased by 4·7 per cent due to the transfer of their management to the government.

The detail statistics of senior basic schools are given in Chapter IV.

The number of middle schools in rural areas increased by 2,071 to 21,784. This constituted 80·6 per cent of the total number of middle schools as against 80·5 during the previous year.

The Statewise distribution of middle schools during the years 1956-57 and 1957-58 is given in table XL. It will be observed that the number of middle schools increased everywhere except in N.E.F.A. where it decreased by 3. The decrease in N.E.F.A. was due to transfer of Tuesang Frontier Division to the Naga Hills Tuesang Area Administration from November, 1957. Among the States, the increase was highest in Kerala (406), followed by Bombay (329), Andhra Pradesh (300), Punjab (221), Uttar Pradesh (195), Madhya Pradesh (187), Bihar (177), Mysore (167), Madras (164), Rajasthan (103) and the lowest in Jammu and Kashmir (11). In the case of Union Territories, the greatest increase was reported by Manipur (52), followed by Pondicherry (46), Himachal Pradesh (10), Delhi (2) and the lowest in A. & N. Islands (1). L.M. & A. Islands had no middle school.

Table XLI gives the proportion of middle schools under different managements in the various States during the year under report. In all the States, a large majority of middle schools continued to be under the management of the local bodies or private bodies or both. The proportion of government schools was the highest in Jammu and Kashmir (94·3), followed by Punjab (88·4), Rajasthan (86·3), Andhra Pradesh (60·2) and the least in Bombay (3·3). Phenomenal increase in the proportion of government schools in Punjab was due to transfer of management of schools by the local bodies to the government. In the case of Union Territories, N.E.F.A. reported all the schools under government control, Himachal Pradesh 91·3 per cent, Pondicherry 67·4 per cent, Delhi 67·2 per cent, A. & N. Islands 66·7 per cent, Tripura 42·5 per cent and Manipur 29·0 per cent.

Pupils

During the year 1957-58, the total number of pupils in recognised middle schools increased from 43,92,223 (32,78,462 boys and 11,13,761 girls) to 50,59,731 (36,97,367 boys and 13,62,364 girls), the rate of increase being 15·2 per cent which was the same as during the previous year. As compared to the increase in enrolment, the rise in the number of schools was by 10·3 per cent. Of the total number of pupils, 19,76,544 (13,90,055 boys and 5,86,489 girls) were in senior basic schools. The distribution of pupils in middle/senior basic schools under different managements was as under:

Management	1956-57		1957-58	
	Number	Percent- age	Number	Percent- age
Government	10,36,361	23·5	14,87,122	29·4
District Board	18,86,186	42·9	19,02,756	37·6
Municipal Board	3,54,163	8·1	3,32,476	6·6
Private Bodies—				
Aided	8,98,943	20·5	11,19,782	22·1
Unaided	2,16,570	4·9	2,17,595	4·3
Total	43,92,223	100·0	50,59,731	100·0

Table XL—Number of Middle Schools by States*

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	Number	Per-centage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	269	552	60	77	329	629	+ 300	+ 91.2
Assam . .	1,279	1,305	148	151	1,427	1,456	+ 29	+ 2.0
Bihar . .	3,205	3,377	174	179	3,379	3,556	+ 177	+ 5.2
Bombay . .	4,677	4,961	415	460	5,092	5,421	+ 329	+ 6.5
Jammu and Kashmir.	206	212	44	49	250	261	+ 11	+ 4.4
Kerala . .	1,341	1,745	26	28	1,367	1,773	+ 406	+ 29.7
Madhya Pradesh	1,420	1,588	184	203	1,604	1,791	+ 187	+ 11.7
Madras . .	440	607	20	17	460	624	+ 164	+ 35.7
Mysore . .	1,546	1,708	221	226	1,767	1,934	+ 167	+ 9.5
Orissa . .	673	720	50	54	723	774	+ 51	+ 7.1
Punjab . .	781	946	269	325	1,050	1,271	+ 221	+ 21.0
Rajasthan .	835	934	161	165	996	1,099	+ 103	+ 10.3
Uttar Pradesh .	3,238	3,386	548	595	3,786	3,981	+ 195	+ 5.2
West Bengal .	1,590	1,643	230	258	1,820	1,901	+ 81	+ 4.5
A. & N. Islands	2	3	..	..	2	3	+ 1	+ 50.0
Delhi . .	87	88	45	46	132	134	+ 2	+ 1.5
Himachal Pradesh	107	117	9	9	116	126	+ 10	+ 8.6
Manipur . .	81	128	5	10	86	138	+ 52	+ 60.5
Tripura . .	81	82	6	5	87	87	..	..
N.E.F.A. . .	13	10	..	..	13	10	— 3	— 23.1
Pondicherry .	..	29	..	17	..	46	+ 46	+ 100.0
India .	21,871	24,141	2,615	2,874	24,486	27,015	+ 2,529	+ 10.3

*Includes senior basic schools also.
M/B249MofEducation—11

Table XLI—Management of Middle Schools by States*

State	Percentage of Middle Schools Managed by				
	Govern- ment	District Boards	Municipal Boards	Private Bodies	
				Aided	Unaided
1	2	3	4	5	6
Andhra Pradesh	60.2	14.0	2.9	20.8	2.1
Assam	7.3	36.3	0.3	46.7	9.4
Bihar	15.4	31.9	2.1	33.7	16.9
Bombay	3.3	77.9	8.6	8.9	1.3
Jammu and Kashmir	94.3	..	..	5.7	..
Kerala	28.0	..	..	71.3	0.7
Madhya Pradesh	61.4	30.5	1.6	5.4	1.1
Madras	10.4	25.8	5.6	57.4	0.8
Mysore	42.8	46.0	0.5	10.0	0.7
Orissa	24.2	7.2	0.6	54.0	14.0
Punjab	88.4	..	0.1	5.0	6.5
Rajasthan	86.3	1.5	0.1	9.9	2.2
Uttar Pradesh	4.3	60.8	4.4	7.9	22.6
West Bengal	5.5	1.7	0.3	73.4	19.1
A. & N. I. lands	66.7	..	..	33.3	..
Delhi	67.2	3.7	0.7	28.4	..
Himachal Pradesh	91.3	..	..	8.7	..
Manipur	29.0	..	..	23.2	47.8
Tripura	42.5	..	..	40.2	17.3
N.E.F.A.	100.0	..	..	..	..
Pondicherry	67.4	..	..	32.6	..
India	25.2	37.4	3.1	25.3	9.0

Includes statistics of senior basic schools.

All managements excepting municipal boards shared the increase in enrolment.

The number of pupils in middle schools from rural areas was 36,55,243 (28,48,676 boys and 8,06,567 girls) as against 31,91,866 in 1956-57 and constituted 72·2 per cent of the total enrolment in middle schools as against 72·7 per cent in 1956-57.

Table XLII gives the enrolment in middle schools in different States for the year 1956-57 and 1957-58. It will be seen that the total enrolment increased in all the States except N.E.F.A. where the fall was due to decrease in the number of schools by 3. Among the States, Kerala reported the highest increase (2,20,017) as in the case of number of institutions, followed by Bombay (1,14,863) and Madras (52,904). Other States reported an increase of less than 50,000, the least being in Jammu & Kashmir (1,140). Among the Union and other Territories, Manipur reported the highest increase (2,794) and A. & N. Islands the least (132). On percentage basis, the highest increase was reported by Kerala (62·4), followed by Andhra Pradesh (48·5) and Madras (41·2) among the States, while A. & N. Islands reported the highest increase of 43·0 per cent among the Union Territories.

To have a correct appraisal of enrolment at middle stage, it is necessary to eliminate pupils of primary classes of middle schools attached to high/higher secondary schools and colleges. This has been done in Table XLIII which compares the Statewise figures for the year 1956-57 and 1957-58. For inter-State comparison of the figures, the number of classes comprising the middle stage, as shown in table XXXVIII, has been kept in view. The number of pupils at middle stage increased from 51,58,685 (40,20,514 boys and 11,38,171 girls) to 54,98,471 (42,35,890 boys and 12,62,581 girls) yielding an increase of 6·6 per cent as against 7·0 per cent during the previous year.

Table XLIV gives the extent of educational facilities available for the children of the age-group 11—14 in various States. On an average 19·3 per cent of the total population in this age group was in schools as against 17·3 per cent in 1956-57. This average was exceeded in 12 States. There was an improvement in the average in all the States except A. & N. Islands and N.E.F.A. The proportion was highest in Delhi (55·7 per cent). In other States, it varied between 1·0 in N.E.F.A. and 47·1 in Kerala.

Co-education

The proportion of girls studying in boys' schools to the total number of girls in all the middle schools rose from 54·5 per cent to 59·7 per cent. Of the 13,62,364 girls in middle schools, 8,13,056 girls were reading in schools for boys. Table XLV gives the extent of co-education in middle schools. There were no separate schools for girls in A. & N. Islands and N.E.F.A. In the rest of the States, Kerala had the highest percentage of girls under instruction in boys' schools (97·1), followed by Madras (95·5). Other States where more than half of the number of girls attended institutions for boys were Andhra Pradesh, Assam, Bihar, Bombay, Mysore, Orissa, Himachal Pradesh, Manipur and Tripura. The proportion was lowest in Jammu & Kashmir (5·1)

Table XLII—Number of Pupils in Middle Schools*

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	Number	Percentage
	2	3	4	5	6	7	8	9
Andhra Pradesh . .	80,304	1,24,921	17,838	20,851	98,142	1,43,772	+ 47,630	+ 48.5
Assam . .	1,28,169	1,36,700	16,270	16,404	1,44,439	1,53,104	+ 8,665	+ 6.0
Bihar . .	4,10,457	4,39,306	27,401	29,627	4,37,858	4,68,933	+ 31,075	+ 7.1
Bombay . .	11,41,904	12,46,682	1,44,082	1,54,167	12,85,986	14,00,849	+1,14,863	+ 8.9
Jammu and Kashmir . .	38,825	39,900	8,298	8,363	47,123	48,263	+ 1,140	+ 2.4
Kerala . .	3,45,905	5,63,961	6,856	8,817	3,52,761	5,72,778	+2,20,017	+ 62.4
Madhya Pradesh . .	3,05,671	3,35,171	36,714	43,866	3,42,385	3,79,037	+ 36,652	+ 10.7
Madras . .	1,23,215	1,77,320	5,295	4,094	1,28,510	1,81,414	+ 52,904	+ 41.2
Mysore . .	3,29,416	3,52,044	52,053	55,954	3,81,469	4,07,998	+ 26,529	+ 7.0
Orissa . .	57,291	63,704	4,082	4,358	61,373	68,062	+ 6,689	+ 10.9
Punjab . .	1,73,855	2,17,473	69,699	74,673	2,43,554	2,92,146	+ 48,592	+ 20.0
Rajasthan . .	1,64,765	1,84,077	34,039	37,861	1,98,804	2,21,938	+ 23,134	+ 11.6
Uttar Pradesh . .	3,57,855	3,79,314	69,837	77,286	4,27,692	4,56,600	28,908	+ 6.8

West Bengal	1,28,142	1,39,250	20,215	22,395	1,58,357	1,61,645	+	3,288	+	2.1
A. & N. Islands	307	439	..	..	307	439	+	132	+	43.0
Delhi	27,202	29,997	16,077	15,509	43,279	45,497	+	2,218	+	5.1
Himachal Pradesh	16,916	17,100	1,133	1,267	18,049	18,367	+	318	+	1.8
Manipur	9,723	12,182	542	877	10,265	13,059	+	2,794	+	27.2
Tripura	9,822	10,533	1,080	648	10,902	11,181	+	279	+	2.6
N.F.F.A.	968	806	..	..	968	806	-	162	-	16.7
Pondicherry	..	8,524	..	3,319	..	11,843	+	11,843	+	100.0
India	38,60,712	44,79,404	5,31,511	5,80,327	43,92,223	50,59,731	+	6,67,508	+	15.2

*Includes statistics of senior basic schools.

Table XLIII—Number of Pupils at Middle Stage

State	Boys		Girls		Total	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5	6	7
Andhra Pradesh .	2,55,983	2,53,375	63,709	66,158	3,19,692	3,19,533
Assam . . .	1,21,299	1,23,287	38,803	41,864	1,60,102	1,65,151
Bihar . . .	2,05,753	2,15,538	17,599	20,928	2,23,352	2,36,466
Bombay . . .	7,74,723	8,24,561	2,56,322	2,93,590	10,31,045	11,18,151
Jammu & Kashmir .	30,357	48,864	6,124	7,100	36,481	55,964
Kerala . . .	2,76,648	2,83,434	1,94,069	1,98,646	4,70,717	4,82,080
Madhya Pradesh .	2,00,179	2,21,858	32,262	38,901	2,32,441	2,60,759
Madras . . .	3,42,633	3,61,795	1,35,341	1,49,386	4,77,974	5,11,181
Mysore . . .	2,83,390	3,09,164	95,257	1,20,107	3,78,647	4,29,271
Orissa . . .	38,326	43,781	4,224	5,254	42,550	49,035
Punjab . . .	2,69,762	2,92,825	57,466	59,463	3,27,228	3,52,288
Rajasthan . . .	1,16,722	1,22,008	14,043	17,176	1,30,765	1,39,184
Uttar Pradesh . .	5,59,104	5,86,130	71,471	82,911	6,30,575	6,69,041
West Bengal . . .	4,66,515	4,61,537	1,18,945	1,21,078	5,85,460	5,82,615
A. & N. Islands .	312	287	86	101	398	388
Delhi . . .	47,722	49,335	25,506	30,343	73,228	79,678
Himachal Pradesh .	10,797	10,164	1,815	1,797	12,612	11,961
Manipur . . .	12,114	16,205	2,791	4,047	14,905	20,252
Tripura . . .	7,745	7,747	2,261	2,270	10,006	10,017
N.E.F.A. . . .	430	368	77	27	507	395
Pondicherry . . .	..	3,627	..	1,434	..	5,061
India .	40,20,514	42,35,890	11,38,171	12,62,581	51,58,685	54,98,471

Teachers

During the year, 1,85,073 teachers (1,48,054 men and 37,019 women) were working in middle schools which exceeded the 1956-57 figure by 18,510 (12,689 men and 5,680 women). It showed an increase of 11·1 per cent as compared to the increase of 10·3 per cent in the number of institutions and 15·2 per cent in the number of pupils. The proportion of women teachers registered an increase from 18·8 per cent to 20·0 per cent. The number of trained teachers increased by 15,944 to 1,16,021 (90,117 men and 25,904 women). Their proportion to the total number of teachers in middle schools also increased from 60·7 per cent to 72·7 per cent. The proportion of women trained teachers constituted 70·0 per cent of the total number of women teachers in middle schools as against 69·3 per cent in 1956-57. Of the total number of teachers, 57,856 (45,820 men and 12,036 women) were working in senior basic schools.

Table XLVI compares the number of teachers in middle/senior basic schools in different States and Union Territories during 1956-57 and 1957-58. All the States, except Jammu and Kashmir, Himachal Pradesh and N.E.F.A., reported an increase in the number of teachers. The position with regard to the number of trained teachers improved in all the States except Andhra Pradesh, Kerala, Mysore, West Bengal, A. & N. Islands and Delhi. In Andhra Pradesh and Mysore this percentage remained almost stationary (viz., 57·0 and 64·9 respectively as against 57·2 and 65·0 respectively in 1956-57), while in Kerala, West Bengal, A. & N. Islands and Delhi it decreased from 85·4, 16·0, 18·2 and 98·8 respectively to 83·1, 15·4, 12·5 and 97·5 respectively. The percentage of trained teachers was highest in Delhi (97·5) as in the previous year. Next in order were Madras (93·8), Punjab (88·6), Kerala (83·1), Uttar Pradesh (78·1), Himachal Pradesh (76·3), N.E.F.A. (70·0), Bombay (67·5), Jammu & Kashmir (61·2), Andhra Pradesh (57·0) and Bihar (54·8). In other States, where more than half the total number of teachers were untrained, this percentage varied from 12·0 in Manipur to 46·5 in Rajasthan.

Teacher-Pupil Ratio

The number of pupils per teacher in middle schools was 27 during the year as compared to 26 during the previous year. Teacher-pupil ratio in middle schools in various States is given in col (14) of Table XLVI.

Pay Scales of Teachers

During the year under report, the pay scales of teachers in middle schools changed only in Kerala, where with effect from 1st April, 1957, the scale of pay of untrained graduate teachers was fixed at Rs. 65 and that of undergraduate and graduate teachers with B.T. was revised from Rs. 35—80 and Rs. 55—150 respectively to Rs. 40—120 and Rs. 80—165 respectively.

In Uttar Pradesh, the Government assumed financial responsibility for meeting 75 per cent of the annual increments as against 50 per cent during 1956-57.

Table XLIV—Educational Facilities for the children of Age-Group 11—14

State	Enrolment in Classes VI to VIII			Population of the Age-group (11—14) (In Lakhs)			Percentage of Children of Age-group 11—14 in the Classes VI to VIII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	2	3	4	5	6	7	8	9	10
1									
Andhra Pradesh	2,53,375	66,158	3,19,533	11.26	10.87	22.13	23.5	6.1	14.4
Assam	1,23,287	41,864	1,65,151	3.33	3.10	6.43	37.0	13.5	25.7
Bihar	2,92,417	26,324	3,18,741	13.26	12.74	26.00	22.1	2.1	12.3
Bombay	6,04,951	2,03,183	8,08,134	18.20	17.73	35.93	33.2	11.5	22.5
Jammu & Kashmir	43,864	7,100	55,964	1.56	1.57	3.13	31.3	4.5	17.9
Kerala	2,83,434	1,98,646	4,82,080	5.06	5.17	10.23	56.0	38.4	47.1
Madhya Pradesh	1,77,385	30,105	2,07,390	9.18	8.37	17.50	19.4	3.6	11.9
Madras	3,61,795	1,49,396	5,11,181	10.73	10.50	21.23	33.7	14.2	24.1
Mysore	2,11,893	78,689	2,90,582	7.33	7.20	14.53	28.9	10.9	20.0
Orissa	76,794	9,878	86,672	4.93	4.70	9.63	15.6	2.5	9.0
Punjab	2,92,825	59,463	3,52,288	6.30	5.70	12.00	46.5	10.4	29.4
Rajasthan	1,92,008	17,176	1,99,184	6.16	5.57	11.73	19.8	3.1	11.9
Uttar Pradesh	5,86,130	82,911	6,69,041	22.96	20.90	43.86	25.5	4.0	15.3
West Bengal	3,17,383	83,426	4,00,809	9.26	8.84	18.10	34.3	9.4	22.1

A. & N. Islands	287	101	288	0.02	0.01	0.03	14.4	10.1	12.9
Dahli	49,385	30,343	79,678	0.76	0.67	1.43	64.9	45.3	55.7
Himachal Pradesh	10,164	1,797	11,961	0.80	0.30	0.60	33.9	6.0	19.9
L. M. & A. Islands	52	2	54	0.01	0.02	0.03	5.2	0.1	1.8
Manipur	11,103	2,723	13,826	0.20	0.20	0.40	55.5	13.7	34.6
Tripura	7,747	2,270	10,017	0.20	0.20	0.40	38.7	11.4	25.1
N.E.F.A.	368	27	395	0.20	0.20	0.40	1.8	0.1	1.0
Pondicherry	3,627	1,434	5,061	0.13	0.11	0.24	27.9	13.0	21.1
India	38,35,124	10,98,006	49,98,180	181.29	124.67	255.96	29.2	8.8	19.3

Table XLV—Number of Girls in Middle Schools*

State	Number of Girls in Boys' Schools	Number of Girls in Girls' Schools	Total Number of Girls	Percentage of Girls in Boys' Schools to Total Number of Girls	
				1956-57	1957-58
1	2	3	4	5	6
Andhra Pradesh . . .	21,224	16,432	37,656	40.0	56.1
Assam	32,066	15,231	47,297	64.8	67.8
Bihar	32,611	27,596	60,207	50.6	54.2
Bombay	2,79,091	1,46,580	4,25,671	63.2	65.6
Jammu & Kashmir . .	452	8,363	8,815	4.6	5.1
Kerala	2,39,054	7,241	2,46,295	96.1	97.1
Madhya Pradesh . . .	20,340	43,424	63,764	32.2	31.9
Madras	67,678	3,152	70,830	91.6	95.5
Mysore	58,797	54,045	1,12,842	50.2	52.1
Orissa	4,901	4,236	9,137	51.4	53.6
Punjab	14,088	70,161	84,249	15.2	16.7
Rajasthan	10,944	37,255	48,199	17.9	22.7
Uttar Pradesh	9,158	72,953	82,111	9.8	11.2
West Bengal	10,663	22,072	32,735	34.0	32.6
A. & N. Islands . . .	119	..	119	100.0	100.0
Delhi	4,689	14,890	19,579	19.6	23.9
Himachal Pradesh . .	2,124	1,145	3,269	66.6	65.0
Manipur	1,585	877	2,462	67.2	64.4
Tripura	1,628	648	2,276	56.9	71.5
N.E.F.A.	86	..	86	100.0	100.0
Pondicherry	1,758	3,007	4,765	..	36.9
India	8,13,056	5,49,308	12,62,364	54.5	59.7

* Includes statistics of senior basic schools.

In West Bengal, pay scales were fixed strictly on qualification and experience basis. In junior high schools where there was no uniform pattern of pay scales, the difference between the existing pay and the pay on qualification basis was paid as grant-in-aid to each school in addition to the lump-sum grant.

The State-wise details according to qualifications of teachers and management of schools are given in Appendix C of Vol. II of the report.

Table XLVII provides a comparative study of the minima and maxima of the scales prescribed for trained teachers in government middle schools in different States. The States have been grouped according to the initial salary offered.

Table XLVI—Number of Teachers

State	Men		Women		Total	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5	6	7
Andhra Pradesh . . .	3,408	4,929	1,013	1,322	4,421	6,251
Assam	5,493	5,809	782	822	6,275	6,631
Bihar	17,061	17,803	1,383	1,452	18,444	19,255
Bombay	30,210	30,436	7,918	8,410	38,128	38,846
Jammu & Kashmir . .	1,574	1,223	303	608	1,877	1,831
Kerala	7,946	11,953	5,225	7,700	13,171	19,653
Madhya Pradesh . .	13,688	14,954	1,638	1,918	15,326	16,872
Madras	3,145	4,213	1,677	2,512	4,822	6,725
Mysore	10,015	10,514	2,214	2,467	12,229	12,981
Orissa	3,143	3,316	216	230	3,359	3,546
Punjab	5,320	6,277	2,177	2,417	7,497	8,694
Rajasthan	7,813	8,618	1,521	1,551	9,334	10,169
Uttar Pradesh . . .	17,096	17,514	3,432	3,631	20,528	21,145
West Bengal	7,143	7,747	876	1,010	8,019	8,757
A. & N. Islands . .	9	10	2	14	11	24
Delhi	731	829	562	634	1,293	1,463
Himachal Pradesh .	825	699	97	119	922	818
Manipur	373	484	5	25	378	509
Tripura	404	445	53	68	457	513
N.E.F.A.	70	48	2	2	72	50
Pondicherry . . . .	..	233	..	107	..	340
India	1,35,467	1,48,054	31,096	37,019	1,66,563	1,85,073

*Includes statistics of

in Middle Schools*

Increase (+) or Decrease (-)	Number of Trained Teachers		Percentage of Trained Teachers to Total Number of Teachers		Average number of Students per Teacher		State
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	
8	9	10	11	12	13	14	15
+ 1,830	2,531	3,563	57.2	57.0	22	23	Andhra Pradesh
+ 356	1,757	1,895	28.0	28.6	23	23	Assam
+ 811	9,552	10,547	51.8	54.8	24	24	Bihar
+ 718	24,769	26,220	65.0	67.5	34	36	Bombay
- 46	950	1,062	50.6	58.0	25	29	Jammu & Kashmir
+ 6,482	11,254	16,332	85.4	83.1	27	29	Kerala
+ 1,546	6,144	7,337	40.1	43.5	22	22	Madhya Pradesh
+ 1,903	4,496	6,311	93.2	93.8	27	27	Madras
+ 752	7,954	8,421	65.0	64.9	31	31	Mysore
+ 187	1,280	1,432	38.1	40.4	18	19	Orissa
+ 1,197	6,231	7,704	83.1	88.6	32	34	Punjab
+ 835	3,849	4,727	41.2	46.5	21	22	Rajasthan
+ 617	15,921	16,518	77.6	78.1	21	22	Uttar Pradesh
+ 738	1,282	1,351	16.0	15.4	20	18	West Bengal
+ 13	2	3	18.2	12.5	28	18	A. & N. Islands
+ 170	1,278	1,427	98.8	97.5	33	31	Delhi
- 104	580	624	62.9	76.3	20	22	Himachal Pradesh
+ 131	39	61	10.3	12.0	27	26	Manipur
+ 56	176	222	38.5	43.3	24	22	Tripura
- 22	32	35	44.4	70.0	13	16	N.E.F.A.
+ 340	..	229	..	67.4	..	35	Pondichery
+ 18,510	1,00,077	1,16,021	60.1	62.7	26	27	India

senior basic schools.

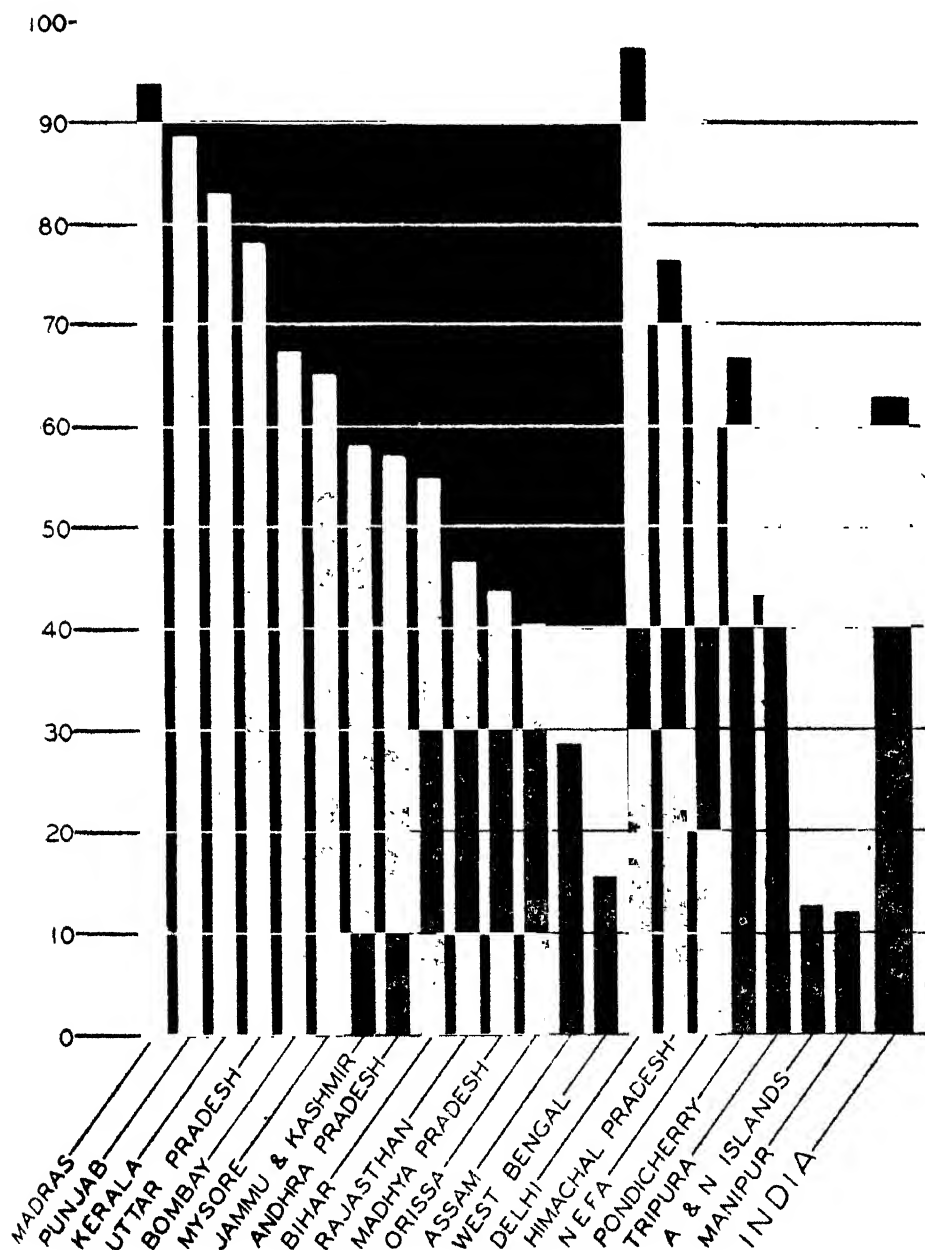
Table XLVII—Minima & Maxima of Pay Scales of Trained Teachers in Government Middle Schools

State	Minimum	Maximum	Number of years required to reach the Maximum
1	2	3	4
Orissa	34	44	10
Uttar Pradesh	35	65	15
Kerala	40	120	19
Madras	41	80	13
Pondicherry	41	80	13
Bihar	45	75	15
Bombay	45	80	17
West Bengal	45	75	15
Andhra Pradesh	45	90	20
Madhya Pradesh	50	75	10
A. & N. Islands	50	90	15
Mysore	50	100	15
Manipur	55	90	15
Tripura	55	130	19
Assam	60	100	18
Punjab	60	120	14
Delhi	68	170	23
Jammu & Kashmir	70	90	4
Rajasthan	70	200	21
N.E.F.A.	75	125	..
Himachal Pradesh	80	250	22

Expenditure

During the year under report, the total direct expenditure on recognised middle schools increased by Rs. 3,68,11,827 to Rs. 20,76,71,767. This shows an increase of 17·4 per cent as against 11·2 per cent, in the previous year. Of the total amount, Rs. 18,06,91,400 were expended on boys' schools and Rs. 2,69,80,367 on girls' schools. The proportion of direct expenditure on middle schools to total direct expenditure on all the institutions remained the same at

PERCENTAGE OF TRAINED TEACHERS IN MIDDLE SCHOOLS 1957-58



11·4 per cent while the proportion to the total direct expenditure on secondary schools was 30·9 per cent as compared to 29·2 per cent during the previous year. The extent to which middle school expenditure was borne by different sources is shown in the table XLVIII below :—

Table XLVIII—Direct Expenditure on Middle Schools by Sources

Source	1956-57		1957-58	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government Funds	11,38,50,899	66·4	15,01,10,161	72·3
District Board Funds	1,44,49,183	8·4	1,27,25,593	6·1
Municipal Board Funds	54,39,064	3·2	55,99,135	2·7
Fees	2,50,84,382	14·6	2,52,54,448	12·2
Endowments	43,83,084	2·6	48,74,172	2·3
Other Sources	82,83,328	4·8	91,08,258	4·4
Total	17,14,59,940	100·0	20,76,71,767	100·0

The above statement shows that (a) of every ten rupees spent on middle schools, seven were met from government funds and one from fees (b) the expenditure met from government funds, municipal board funds, fees, endowments and other sources increased to the extent of 31·9 per cent, 2·9 per cent, 0·7 per cent, 11·2 per cent and 10·0 per cent respectively while that from district board funds decreased by 11·2 per cent. Of the total direct expenditure, the amount incurred on senior basic schools was Rs. 6,26,34,820.

The break-up of the total direct expenditure on middle / senior basic schools, according to different managements, was as under :—

Management	1956-57		1957-58	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government	5,26,42,602	30·7	7,57,82,451	36·5
District Boards	5,93,96,844	34·6	6,22,02,906	30·0
Municipal Boards	1,19,46,278	7·0	1,20,56,495	5·8
Private Bodies—				
Aided	3,87,47,001	22·6	4,83,57,794	23·3
Unaided	87,57,215	5·1	92,72,121	4·4
Total	17,14,89,940	100·0	20,76,71,767	100·0

Table XLIX—Direct Expenditure

State	On Schools for Boys		On Schools for Girls	
	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	48,84,532	60,18,222	12,46,933	13,48,007
Assam	48,69,763	56,75,387	5,82,860	7,16,614
Bihar	1,53,73,158	1,72,09,953	12,52,832	13,42,170
Bombay	3,50,88,311	3,90,42,671	46,00,884	54,27,851
Jammu & Kashmir	12,82,696	12,62,979	4,51,978	3,80,600
Kerala	1,11,13,546	1,78,47,057	2,53,319	3,73,223
Madhya Pradesh	1,32,49,365	1,67,33,210	20,13,416	26,82,662
Madras	38,44,222	71,92,971	3,57,092	3,26,714
Mysore	1,06,92,344	1,34,48,865	17,40,120	22,06,594
Orissa	31,54,019	33,71,105	2,63,614	3,02,767
Punjab	83,35,133	1,07,78,165	29,67,941	30,21,333
Rajasthan	83,02,107	1,02,39,959	15,93,501	16,90,015
Uttar Pradesh	1,62,41,052	1,77,99,003	35,27,091	40,96,838
West Bengal	84,33,486	95,12,709	13,92,485	17,03,197
A. & N. Islands	10,943	33,280	..	..
Delhi	17,54,218	21,11,777	9,71,686	10,35,043
Himachal Pradesh	9,51,772	9,16,361	69,504	63,004
Manipur	3,30,122	2,86,858	10,547	17,354
Tripura	3,84,528	5,37,464	61,800	61,059
N.E.F.A.	1,37,020	1,08,712	..	..
Pondichery . . . . .	..	5,64,692	..	1,85,322
India	14,84,32,337	18,06,91,400	2,30,57,603	2,69,80,387

*Includes statistics of

on Middle Schools by States*

Total		Increase (+) or Decrease (—)		Percentage of Expendi- ture on Middle Schools To Total Direct Expenditure on Education in 1957-58	State
1956-57	1957-58	Amount	Percentage		
6	7	8	9	10	11
Rs.	Rs.	Rs.			
61,31,465	73,66,229	12,34,764	+	20.1	5.4 Andhra Pradesh
54,52,623	63,92,001	9,39,378	+	17.2	14.5 Assam
1,66,25,990	1,85,52,123	19,26,133	+	11.6	18.3 Bihar
3,96,89,195	4,44,70,522	47,81,327	+	12.0	12.8 Bombay
17,34,674	16,43,579	91,095	—	5.3	15.3 Jammu & Kashmir
1,13,66,865	1,82,20,280	68,53,415	+	60.3	18.2 Kerala
1,52,62,781	1,94,15,872	41,53,091	+	27.2	18.6 Madhya Pradesh
42,01,314	75,19,685	33,18,371	+	79.0	4.4 Madras
1,24,32,464	1,56,55,459	32,22,995	+	25.9	15.3 Mysore
34,17,633	36,73,872	2,56,239	+	7.5	10.9 Orissa
1,10,03,074	1,37,99,498	27,96,424	+	25.4	12.9 Punjab
98,95,608	1,19,29,974	20,34,366	+	20.6	19.4 Rajasthan
1,97,68,143	2,18,95,841	21,27,698	+	10.8	9.1 Uttar Pradesh
98,25,971	1,12,15,906	13,89,935	+	14.1	6.1 West Bengal
10,943	33,280	22,337	+	204.1	12.5 A. & N. Islands
27,25,904	31,46,820	4,20,916	+	15.4	5.0 Delhi
10,21,276	9,79,365	41,911	—	4.1	17.9 Himachal Pradesh
3,40,669	3,04,212	36,457	—	10.7	12.0 Manipur
4,46,328	5,98,523	1,52,195	+	34.1	10.1 Tripura
1,37,020	1,08,712	28,308	—	20.7	13.6 N.E.F.A.
..	7,50,014	7,50,014	+	100.0	37.3 Pondicherry
17,14,89,940	20,76,71,767	3,61,81,827	+	21.1	11.4 India

Table XLIX—Direct Expenditure on Middle Schools by States—Contd.

State	Percentage of Expenditure (1957-58) met from						Average Annual Cost per Pupil	
	Government Funds	District Board Funds	Municipal Board Funds	Fees	Endow- ments	Other Sources	1956-57	1957-58
12	13	14	15	16	17	18	19	20
Andhra Pradesh .	77.2	6.1	2.9	5.6	5.3	2.9	Rs. 62.5	Rs. 50.5
Assam . . .	71.0	0.2	0.7	18.3	6.4	3.4	37.8	41.8
Bihar . . .	63.7	5.1	1.2	19.7	2.4	7.9	38.0	39.6
Bombay . . .	78.1	6.1	5.6	6.0	0.3	3.9	30.9	31.7
Jammu & Kash- mir.	92.3	..	..	2.2	0.5	5.0	36.8	34.1
Kerala . . .	93.0	4.8	0.2	0.2	0.1	1.7	32.2	31.8
Madhya Pradesh	88.0	6.6	0.8	1.8	1.0	1.8	44.6	51.2
Madras . . .	71.0	12.9	4.6	4.4	6.8	0.3	32.7	41.5
Mysore . . .	85.3	5.7	1.5	2.0	1.2	4.3	32.6	38.4
Orissa . . .	65.9	2.0	0.3	14.7	10.5	6.6	55.7	54.0
Punjab . . .	59.9	12.2	2.8	19.3	2.5	3.3	45.2	47.2
Rajasthan . .	91.5	1.2	0.2	2.0	3.2	1.9	49.8	53.8
Uttar Pradesh .	40.4	11.2	4.7	34.1	1.8	7.8	46.2	48.0
West Bengal .	36.8	0.9	0.5	42.7	8.9	10.2	62.0	69.4
A. & N. Islands	62.1	..	..	37.3	..	0.6	35.7	75.8
Delhi . . .	65.1	3.7	11.1	11.6	0.9	7.6	63.0	60.2
Himachal Pradesh	95.0	..	..	4.3	0.1	0.6	56.6	20.7
Manipur . . .	43.0	..	..	41.9	13.4	1.7	33.2	23.3
Tripura . . .	90.3	..	..	7.7	2.0	..	40.9	53.5
N.E.F.A. . . .	100.0	..	..	..	..	..	141.5	134.9
Pondicherry .	95.9	..	..	2.1	1.0	1.0	..	63.3
India .	72.3	6.1	2.7	12.2	2.3	4.4	39.0	41.0

A study of the figures of table XLIX which gives details of the direct expenditure on middle schools in different States for the years 1956-57 and 1957-58 indicates that the expenditure increased in all the States except in Jammu & Kashmir, Himachal Pradesh, Manipur and N.E.F.A. Among the States, the highest increase in expenditure was reported by Kerala (Rs. 68,53,415) followed by Bombay (Rs. 47,81,327) and the lowest by Orissa (Rs. 2,56,239). In the case of Union Territories, the highest increase was in Pondicherry (Rs. 7,70,014) and the lowest in A. & N. Islands (Rs. 22,337), but on percentage basis, the highest and the lowest increase in the States and Union Territories was reported by A. & N. Island (204.1) and Orissa (7.9) respectively. The high percentage increase in A. & N. Islands was due to the starting of a new school. Col. (10) of Table XLIX reveals wide variations in the proportion of total direct expenditure on middle schools in different States. These variations are largely due to the difference in the number of classes constituting the middle stage in different States.

The proportion of expenditure met from different sources of income is given in cols. (13) to (18) of table XLIX. Among the States, the percentage of expenditure met from government funds was highest in Kerala (93.0), followed by Jammu & Kashmir (92.3), Rajasthan (91.5), Madhya Pradesh (88.0) and Mysore (85.3). In other States, the percentage of expenditure met from government funds varied from 36.8 in West Bengal to 78.1 in Bombay. The percentage of expenditure met from local board funds ranged from 0.9 in Andhra Pradesh to 17.5 in Madras. The share of fees varied from 0.2 per cent in Kerala to 42.7 per cent in West Bengal. The contribution from endowments and other sources ranged between 1.8 per cent in Kerala to 19.1 per cent in West Bengal. Government contributed major share in the expenditure on middle schools in Union Territories—cent per cent in N.E.F.A., between 90.0 per cent and 95.9 per cent in Himachal Pradesh, Pondicherry and Tripura and between 43.0 per cent and 65.1 per cent in A. & N. Islands, Delhi and Manipur. Local boards contributed only in Delhi (14.8 per cent). The percentage of expenditure met from fees varied from 2.1 in Pondicherry to 41.9 in Manipur. The share of endowments and other sources was highest in Manipur (15.1) and least in A. & N. Islands (0.6).

The average annual cost per pupil in middle schools increased from Rs. 39.0 in 1956-57 to Rs. 41.0 during the year under report. Its distribution from different sources of income was: government funds 29.7, district board funds 2.5, municipal board funds 1.1, fees 5.0, endowments 1.0 and other sources 1.8. Cols. (19) and (20) of Table XLIX indicate the average amount of expenditure incurred on a student in middle schools during the years 1956-57 and 1957-58.

High & Higher Secondary Schools

The number of recognised high and higher secondary schools (including post basic schools), increased from 11,805 to 12,639 (10,750 for boys and 1,889 for girls), the rate of increase being 7.1 per cent as against 8.9 per cent during the previous year. Of the total, 724 (563 for boys and 161 for girls) were higher secondary schools and 30 (29 for boys and 1 for girls) were post basic schools.

The former figure, however, excludes the number of higher secondary schools in Uttar Pradesh, where these schools were incomplete, and in Kerala where separate statistics for 1957-58 were not available. Higher secondary schools were in existence in Andhra Pradesh, Bihar, Jammu & Kashmir, Madhya Pradesh, Rajasthan, West Bengal, Delhi and Tripura, while post basic schools existed in Bihar, Kerala, Madras and Orissa. The distribution of high/higher secondary/post basic schools according to management is given below:

Management	1956-57		1957-58	
	Number	Percentage	Number	Percentage
Government	1,803	15.3	2,402	19.0
District Boards	1,167	9.9	923	7.3
Municipal Boards	372	3.1	356	2.8
Private Bodies				
Aided	6,768	57.3	7,265	57.5
Unaided	1,695	14.4	1,693	13.4
Total	11,805	100.0	12,639	100.0

It will be seen that (a) the proportion of schools managed by district boards and municipal boards and private bodies (unaided) decreased which was due to transfer of schools to the control of government; (b) the percentage increase in the schools managed by government and private bodies (aided) was 33.2 and 7.3 respectively, while the fall in those under the control of district boards, municipal boards and private unaided bodies was 20.9 per cent, 4.3 per cent and 0.1 per cent respectively. Starting of new high/higher secondary schools and upgrading of middle schools to higher standard also resulted in the increase in the number of government schools. The decrease in the number of schools managed by local bodies was due to government taking over the schools. Of the higher secondary schools, 28.2 per cent were managed by government as compared to 3.0 per cent by local boards and 69.8 per cent by private bodies (58.4 per cent by aided bodies and 10.5 per cent by unaided bodies). The detailed account of post basic schools has already been given separately in Chapter IV.

The number of high/higher secondary schools in rural areas increased by 566 to 5,789 and constituted 45·8 per cent of the total number of high/higher secondary schools as against 13·8 per cent in the previous year.

Table L shows the Statewise distribution of high and higher secondary schools during the years 1956-57 and 1957-58. As a result of the implementation of various educational development schemes, the number of schools increased in all the States and Union Territories except in N.E.F.A. where decrease of one high school was due to its transfer to Naga Hill Tuensang Areas. Among the States, Andhra Pradesh reported the highest increase (166), followed by Bombay (120). In other States, the increase varied from 9 in Assam to 76 in Punjab. In Union Territories, the highest increase was 13 in Delhi and the lowest 1 in Himachal Pradesh and Tripura. There was no change in the number of schools in A. & N. Islands. On percentage basis, the increase in high/higher secondary schools in States was highest in Andhra Pradesh (22·6) and lowest in West Bengal (0·8), while in Union Territories, except in A. & N. Islands and N.E.F.A., it varied between 2·0 per cent in Himachal Pradesh to 13·5 per cent in Manipur. L. M. & A. Islands had no high or higher secondary school while in A. & N. Islands the number of schools remained the same.

Figures in table LI indicate the share of the government, local boards and private bodies in the management of high and higher secondary schools in various States. Himachal Pradesh reported the highest percentage of schools managed by government (94·0), followed by Jammu and Kashmir (85·6) and Rajasthan (75·3). In other States and Union Territories, the percentage of schools under the management of government varied from 2·3 in West Bengal to 54·5 in Pondicherry. Private bodies managed more than 75 per cent of high and higher secondary schools in Assam, Bihar, Bombay, Orissa, Uttar Pradesh, West Bengal and Manipur, between 50 per cent and 75 per cent in Kerala, Madras, Mysore, Punjab and Tripura, between 25 per cent and 50 per cent in Madhya Pradesh, Delhi and Pondicherry and less than 25 per cent in Andhra Pradesh, Jammu and Kashmir, Rajasthan and Himachal Pradesh. All the high schools in A. & N. Islands and N.E.F.A. were managed by government. Local boards managed 55·7 per cent of schools in Andhra Pradesh, 44·2 per cent in Madras, 29·3 per cent in Mysore while in other States its share was very insignificant. The local boards transferred complete control to government in the States of Kerala, Orissa and Punjab during the year under report.

Pupils

The total number of pupils under instruction in recognised high and higher secondary schools was 55,61,768 (43,25,158 boys and 12,36,610 girls) as against 51,86,941 (40,64,913 boys and 11,22,028 girls) in the previous year, the rate of increase being 7·2 per cent as against 10·0 per cent during the previous year. It will be observed that this increase has not kept pace with that in the number of schools (7·1 per cent). Of the total number of pupils, 3,89,149 (2,99,993 boys and 89,156 girls) were studying in higher secondary schools and 3,899 (3,725 boys and 174 girls) in post basic schools.

Table L.—Number of High and Higher Secondary Schools*

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	Number	Percentage
	2	3	4	5	6	7	8	9
1								
Andhra Pradesh	650	798	83	101	733	899	+166	+ 22.6
Assam	373	377	51	56	424	433	+ 9	+ 2.1
Bihar	987	1,056	46	52	1,033	1,108	+ 75	+ 7.3
Bombay	1,425	1,535	223	233	1,648	1,768	+120	+ 7.3
Jammu & Kashmir	97	115	27	31	124	146	+ 22	+ 17.7
Kerala	613	680	129	129	742	809	+ 67	+ 9.0
Madhya Pradesh	330	386	74	81	404	467	+ 63	+ 15.6
Madras	725	779	169	179	894	958	+ 64	+ 7.2
Mysore	444	460	91	96	535	556	+ 21	+ 3.9
Orissa	265	290	13	16	278	306	+ 28	+ 10.1
Punjab	967	1,011	190	222	1,157	1,233	+ 76	+ 6.6
Rajasthan	277	306	26	34	303	340	+ 37	+ 12.2
Uttar Pradesh	1,296	1,338	237	246	1,533	1,584	+ 51	+ 3.3
West Bengal	1,363	1,370	317	324	1,680	1,694	+ 14	+ 0.8

A. & N. Islands	.	.	.	1	1	..	1	..	..
Delhi	.	.	.	114	123	63	177	190	+ 7.3
Himachal Pradesh	.	.	.	44	45	5	49	50	+ 2.0
Manipur	.	.	.	34	39	3	37	42	+ 13.5
Tripura	.	.	.	25	25	5	30	31	+ 3.3
N.E.F.A.	.	.	.	3	2	..	3	2	- 33.3
Pondicherry	.	.	.	14	14	6	20	22	+ 10.0
India	.	.	.	10,047	10,750	1,758	1,889	12,639	+ 7.1
							11,805	+ 834	

*Includes post basic schools.

Table LI--Management of High and Higher Secondary Schools by States*

State	Percentage of High and Higher Secondary Schools (1957-58) Managed by				
	Govern- ment	District Boards	Municipal Boards	Private Bodies	
				Aided	Unaided
1	2	3	4	5	6
Andhra Pradesh	20.1	50.2	5.5	24.0	0.2
Assam	6.5	..	..	84.7	8.8
Bihar	5.2	..	..	64.7	30.1
Bombay	10.2	0.5	3.9	81.3	4.1
Jammu & Kashmir	85.6	..	..	14.4	..
Kerala	26.5	..	..	72.7	0.8
Madhya Pradesh	46.3	2.1	8.6	40.7	2.3
Madras	5.7	38.1	6.1	48.7	1.4
Mysore	16.7	14.4	14.9	51.1	2.9
Orissa	20.9	..	1.0	58.5	19.6
Punjab	47.0	..	0.3	25.1	27.6
Rajasthan	75.3	..	..	22.6	2.1
Uttar Pradesh	8.8	0.2	2.6	70.2	18.2
West Bengal	2.3	..	0.3	68.5	28.9
A. & N. Islands	100.0	..	..	..	..
Delhi	47.4	3.2	2.6	43.7	3.1
Himachal Pradesh	94.0	..	..	6.0	..
Manipur	19.0	..	..	66.7	14.3
Tripura	45.2	..	..	51.6	3.2
N.E.F.A.	100.0	..	..	..	..
Pondicherry	54.5	..	..	45.5	..
India	19.0	7.3	2.8	57.5	13.4

*Includes statistics of post basic schools.

The total enrolment in high/higher secondary and post basic schools managed by different agencies was as under :

Management	1956-57		1957-58	
	Number	Percentage	Number	Percentage
Government	9,13,942	17.6	11,76,958	21.2
District Boards	4,26,697	8.2	3,27,398	5.9
Municipal Boards	2,27,919	4.4	2,12,812	3.8
Private Bodies-				
Aided	30,58,614	59.0	33,07,379	59.4
Unaided	5,59,739	10.8	5,37,221	9.7
Total	51,86,941	100.0	55,61,768	100.0

The increase was 27.8 per cent in government schools and 7.7 per cent in private aided schools. The enrolment decreased by 16.3 per cent in local board schools and by 1.7 per cent in private unaided schools. Of the enrolment in high and higher secondary schools under different managements, the percentage of pupils reading in schools run by government, local boards, private aided bodies and private unaided bodies was 21.2, 9.7, 59.4 and 9.7 respectively.

The total number of pupil from rural areas studying in high and higher secondary schools was 23,75,638 as against 21,22,113 in 1956-57. This constituted 12.7 per cent of the total enrolment in high and higher secondary schools as against 10.9 per cent during 1956-57.

Table *LII* gives the number of pupils in high and higher secondary schools in various States and Union Territories. As will be evident, the increase in enrolment was shared by all the States and Union Territories except West Bengal, A. & N. Islands, Himachal Pradesh and N.E.F.A. Among the States, the largest increase in enrolment was reported by Bombay (79,103), followed by Uttar Pradesh (47,775), Kerala (47,176), Andhra Pradesh (44,391), Madras (41,722) and the least by Punjab (3,257). Of the Union and other Territories, Pondicherry reported the highest increase (5,646) and Tripura the least (110). On percentage basis, Manipur led and all the States and Union Territories by showing an increase of 179.0 per cent. Among the States, however, Madhya Pradesh reported the highest percentage increase of 16.2 and Punjab the least (0.5). The least percentage increase in Union Territories was reported by Tripura (1.2).

In order to have an accurate idea regarding enrolment at the high/higher secondary school stage, all the students studying in primary and middle classes attached to high and higher secondary schools and intermediate classes in higher secondary schools should be excluded, while those under instruction in high and

Table LI—Number of Pupils in High and Higher Secondary Schools*

State	In Schools for Boys			In Schools for Girls			Total		Increase (+) or Decrease (—)
	1956-57	1957-58		1956-57	1957-58		1956-57	1957-58	
	2	3	4	5	6	7	8	9	
Andhra Pradesh	3,28,590	3,64,609	42,669	51,041	3,71,259	4,15,650	+	44,391	+ 12.0
Assam	1,39,455	1,47,875	20,181	22,615	1,59,636	1,70,490	+	10,854	+ 6.8
Bihar	2,84,721	3,08,205	18,412	20,023	3,03,133	3,28,228	+	25,095	+ 8.3
Bombay	6,13,295	6,79,625	98,356	1,11,129	7,11,631	7,90,764	+	79,103	+ 11.1
Jammu and Kashmir	45,631	51,865	12,583	15,276	58,214	67,141	+	8,927	+ 15.3
Kerala	4,07,018	4,46,179	81,230	89,345	4,88,248	5,35,724	+	47,476	+ 9.7
Madhya Pradesh	1,23,819	1,45,217	31,564	35,333	1,55,383	1,80,550	+	25,167	+ 16.2
Madras	4,06,184	4,38,640	82,574	91,840	4,88,758	5,30,480	+	41,722	+ 8.5
Mysore	1,47,095	1,53,759	31,754	33,985	1,78,849	1,87,744	+	8,895	+ 5.0
Orissa	60,703	75,427	4,360	4,866	71,063	80,293	+	9,230	+ 13.0
Punjab	5,10,977	5,09,801	98,578	1,03,011	6,09,555	6,12,812	+	3,257	+ 0.5
Rajasthan	1,02,638	1,16,853	8,692	11,367	1,11,330	1,28,220	+	16,890	+ 15.2
Uttar Pradesh	5,78,420	6,15,783	97,142	1,07,554	6,75,562	7,23,337	+	47,775	+ 7.1
West Bengal	4,89,803	4,95,544	1,16,961	1,18,926	6,06,764	6,04,470	—	2,294	— 0.4

A. & N. Islands	.	.	1,320	1,047	..	..	1,320	1,047	-	273	-	20.7
Delhi	.	.	98,289	1,00,187	47,596	49,078	1,45,885	1,49,265	+	3,380	+	2.3
Himachal Pradesh	.	.	21,379	18,295	2,828	3,039	24,207	21,354	-	2,853	-	11.8
Manipur	.	.	11,687	13,809	1,521	1,783	13,208	15,592	+	2,384	+	18.0
Tripura	.	.	7,922	7,701	1,359	1,690	9,281	9,391	+	110	+	1.2
N.E.F.A.	.	.	481	426	..	..	481	426	-	55	-	11.4
Pondicherry	.	.	2,506	5,700	648	3,100	3,154	8,800	+	5,646	+	179.0
India	.	.	43,87,933	46,86,547	7,99,008	8,75,221	51,86,941	55,61,768	+	3,74,827	+	7.2

*Includes statistics of post basic schools.

Table LIII—Number of Pupils at High and Higher Secondary Stage

State	Boys		Girls		Total	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5	6	7
Andhra Pradesh	1,53,321	1,45,725	23,441	24,656	1,76,762	1,70,381
Assam	64,221	68,110	13,193	15,422	77,414	83,532
Bihar	2,29,542	2,48,732	12,017	13,829	2,41,559	2,62,571
Bombay	3,58,063	3,98,229	95,824	1,09,220	4,53,887	5,07,449
Jammu & Kashmir	11,479	13,387	2,144	2,462	13,623	15,849
Kerala	1,23,355	1,35,331	69,424	80,520	1,92,779	2,15,851
Madhya Pradesh	50,110	58,274	7,646	9,487	57,756	67,761
Madras	1,59,039	1,69,459	44,536	50,363	2,03,575	2,19,822
Mysore	1,11,692	1,06,034	26,167	26,623	1,37,859	1,32,657
Orissa	36,551	41,781	3,256	3,725	39,807	45,506
Punjab	1,10,145	1,16,897	16,226	18,060	1,26,371	1,34,957
Rajasthan	40,984	46,490	3,486	4,815	44,470	51,305
Uttar Pradesh	2,60,989	2,73,526	23,404	27,253	2,84,393	3,00,779
West Bengal	1,28,681	1,27,107	28,176	28,329	1,56,857	1,55,436
A. & N. Islands	137	66	34	11	171	77
Delhi	20,563	20,534	10,370	11,152	30,933	31,686
Himachal Pradesh	3,813	3,226	501	457	4,314	3,683
Manipur	6,007	7,323	950	1,128	6,957	8,451
Tripura	2,087	2,091	684	713	2,771	2,804
N.E.F.A.	92	130	22	16	114	146
Pondicherry	1,993	1,694	547	534	2,540	2,228
India	18,72,864	19,84,146	3,82,048	4,28,785	22,54,912	24,12,931

higher secondary classes attached to colleges should be taken into account. Accordingly, Table *LIII* gives Statewise figures for the years 1956-57 and 1957-58. For inter-State comparison of these figures, the number of classes comprising the high/higher secondary school stages, as shown in table *XXXVIII* should be kept in view. The number of pupils at the high and higher secondary stage increased from 22,54,912 (18,72,864 boys and 3,82,048 girls) to 24,12,931 (19,84,146 boys and 4,28,785 girls), yielding an increase of 7.0 per cent as against 12.6 per cent during the previous year.

Table *LIV* gives the extent of educational facilities available for children of the age-group 14-17 in various States. On an average, 9.2 per cent of the total population in this age-group was in schools as in the previous year. This average was exceeded in 9 States. There was wide variation in this regard in the States as will be seen from col. (10) of table *LIV*. As in the previous year, Delhi maintained the highest position (23.3 per cent) and N.E.F.A. the lowest (0.4 per cent). The proportion in other States varied from 2.6 per cent in A. & N. Islands to 22.4 per cent in Kerala. The number of States where this percentage worked to more than 10, was 7 which was an improvement over that of the previous year's figure of 4.

Co-education

The proportion of girls studying in boys' schools to the total number of girls in all the high and higher secondary schools rose from 31.7 per cent to 32.6 per cent in 1957-58. Of the 12,32,881 girls in high and higher secondary schools, 4,02,201 were reading in schools for boys. Tables *LV* gives the extent of co-education in these schools. Excepting A. & N. Islands and N.E.F.A. which had no separate schools for girls, Kerala, as in the case of middle schools, had the highest proportion of girls in boys' schools viz. 63.4, followed by Orissa (48.8), Bombay (46.2), Assam (42.6), Andhra Pradesh (41.9), Madras (38.3) and Manipur (37.6). In the rest of the States, the number of girls reading in the boys' schools was low.

During the year 1957-58, the total number of teachers in high and higher secondary schools was 2,21,695 (1,78,492 men and 43,203 women) as against 2,05,617 (1,66,471 men and 39,146 women) during the previous year. This gave a rise of 7.8 per cent (7.2 per cent for men and 10.4 per cent for women) over that of the previous year. The proportion of women teachers to the total registered an increase from 19.0 per cent to 19.5 per cent. The number of trained teachers also increased from 1,25,845 to 1,39,175 (1,07,255 men and 31,920 women). Their proportion to the total number of teachers in high and higher secondary school increased from 61.2 per cent to 62.8 per cent. Women trained teachers constituted 73.9 per cent of the total number of women teachers in high and higher secondary schools as against 73.0 per cent during the previous year.

Table *LVI* compares the number of teachers in high and higher secondary schools in different States and Union Territories during 1956-57 and 1957-58. There was an increase in the number of teachers in all the States except Jammu and Kashmir, A. & N. Islands and Tripura.

Table LIV—Educational Facilities for Children of the Age-Group 14-16-17

State	Enrolment in Classes IX to X XI			Population of the Age-Group (14-16-17) (in Lakhs)			Percentage of Children of Age-Group 14-16-17 in the Classes IX to XI		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Andhra Pradesh	1,45,725	24,656	1,70,381	10.56	10.40	20.96	13.8	2.4	8.1
Assam	68,110	15,422	83,532	2.96	2.64	5.60	23.0	5.8	14.9
Bihar	1,71,853	8,443	1,80,296	11.90	11.63	23.53	14.4	0.7	7.7
Bombay	2,86,249	76,125	3,62,374	17.10	16.16	33.26	16.7	4.7	20.9
Jammu & Kashmir	13,387	2,462	15,849	1.50	1.43	2.93	8.9	1.7	5.4
Kerala	1,35,331	80,520	2,15,851	4.90	4.73	9.63	27.6	17.1	22.4
Madhya Pradesh	58,274	9,487	67,761	8.33	7.77	16.10	7.0	1.2	4.2
Madras	1,69,459	50,303	2,19,822	10.13	10.23	20.36	16.7	4.9	10.8
Mysore	1,06,034	26,923	132,657	7.00	6.73	13.73	15.1	4.0	9.7
Orissa	41,781	3,725	45,506	4.46	4.27	8.73	9.4	0.9	5.2
Punjab	1,16,897	18,060	1,34,937	5.83	5.37	11.20	20.1	3.4	12.0
Rajasthan	46,490	4,815	51,305	5.63	5.17	10.80	8.3	0.9	4.8

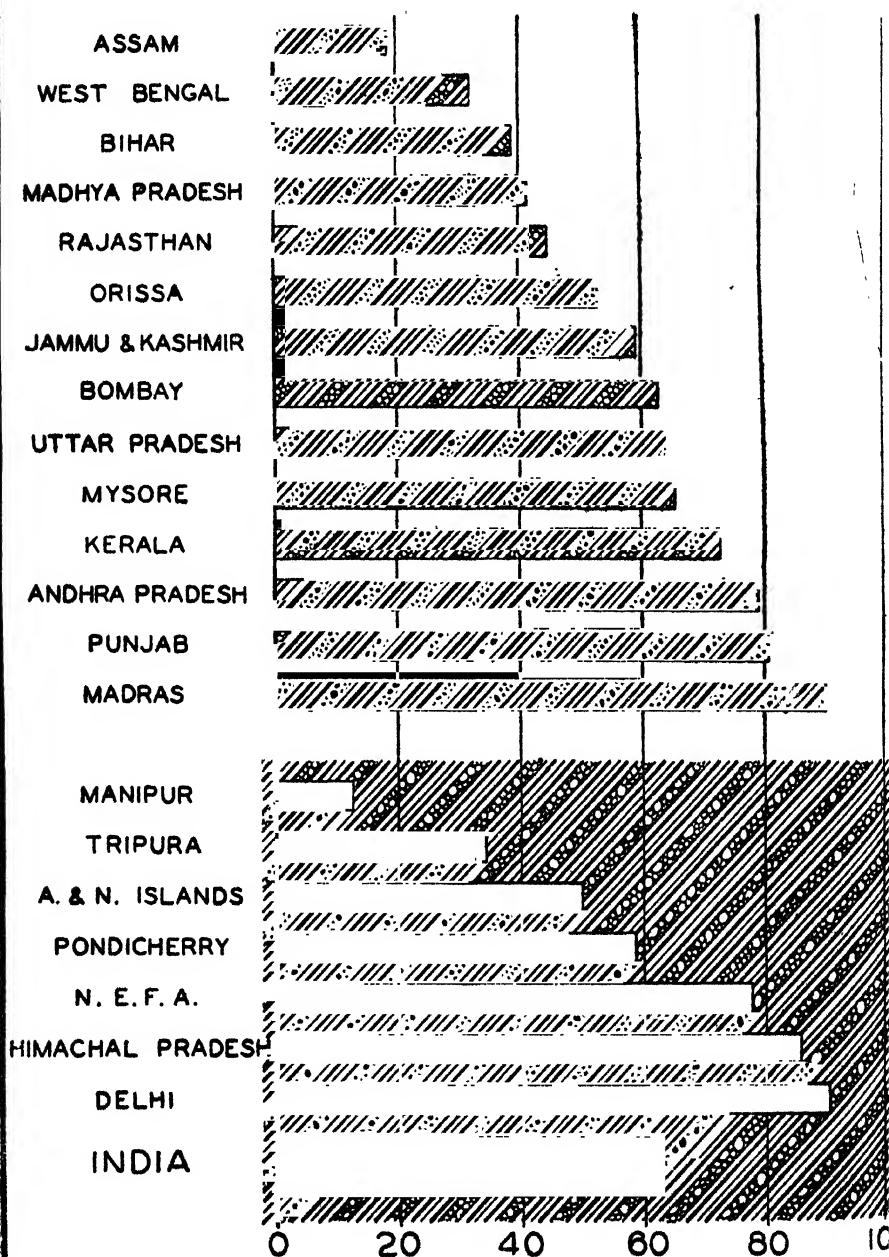
Uttar Pradesh . . .	27,253	3,00,779	21.30	19.53	40.83	12.8	1.4	7.4
West Bengal . . .	28,133	1,53,259	9.03	8.57	17.60	13.9	3.3	8.7
A. & N. Islands . . .	11	77	0.01	0.02	0.03	6.6	0.6	2.6
Delhi . . .	11,152	31,686	0.70	0.66	1.36	29.3	16.9	23.3
Himachal Pradesh . . .	457	3,683	0.30	0.20	0.50	10.8	2.3	7.4
L. M. & A. Islands . . .	..	..	0.01	0.01	0.02	..	..	..
Manipur . . .	1,128	8,451	0.20	0.20	0.40	36.6	5.6	21.1
Tripura . . .	713	2,804	0.20	0.20	0.40	10.5	3.6	7.0
N.E.F.A. . . .	16	146	0.20	0.20	0.40	0.7	0.1	0.4
Pondicherry . . .	534	2,228	0.11	0.11	0.22	15.4	4.9	10.1
India . . .	3,90,098	21,83,404	122.36	116.23	238.59	14.7	3.4	9.2

Table LV—Number of Girls in High and Higher Secondary Schools*

State	Number of Girls in Boys' Schools	Number of Girls in Girls' Schools	Total Number of Girls	Percentage of Girls in Boys' Schools to total number of Girls	
				1956-57	1957-58
1	2	3	4	5	6
Andhra Pradesh . .	34,581	48,041	82,622	42.0	41.9
Assam . . .	16,252	21,891	38,143	41.7	42.6
Bihar . . .	3,731	19,544	23,275	14.8	16.0
Bombay . . .	92,162	1,06,242	1,98,404	45.1	46.5
Jammu & Kashmir .	240	15,105	15,345	3.7	1.6
Kerala . . .	1,37,578	79,526	2,17,104	62.8	63.4
Madhya Pradesh .	6,547	34,084	40,631	14.4	16.1
Madras . . .	54,204	87,307	1,41,511	37.2	38.3
Mysore . . .	14,302	31,997	46,299	30.2	30.9
Orissa . . .	4,545	4,773	9,318	46.2	48.8
Punjab . . .	13,712	99,936	1,13,648	10.9	12.1
Rajasthan . . .	2,782	10,674	13,456	17.2	20.7
Uttar Pradesh . .	6,615	1,01,310	1,07,925	5.7	6.1
West Bengal . . .	6,664	1,17,487	1,24,151	5.7	5.4
A. & N. Islands . .	363	..	363	100.0	100.0
Delhi . . .	5,300	47,460	52,760	12.1	10.0
Himachal Pradesh .	..	3,059	3,059	61.5	N.A.
Manipur . . .	1,076	1,783	2,859	38.2	37.
Tripura . . .	766	1,690	2,456	36.2	31.2
N.E.F.A. . . .	81	..	81	100.0	100.0
Pondicherry . . .	700	2,500	3,200	28.4	21.9
India . . .	4,02,201	8,34,409	12,36,610	31.7	32.5

*Includes statistics of post basic schools.

PERCENTAGE OF TRAINED TEACHERS IN HIGH/HIGHER SECONDARY SCHOOLS 1957-58



The position with regard to the number of trained teachers improved in all the States except Andhra Pradesh, Assam and Jammu & Kashmir. There was slight decrease in the percentage of trained teachers in Andhra Pradesh from 82·9 to 79·3 while in Assam and Jammu & Kashmir the decrease in this percentage was almost negligible. The percentage of trained teachers was highest in A. & N. Islands (91·7). Next in order were Delhi (90·5), Madras (90·1), Himachal Pradesh (85·7), Punjab (80·9), Andhra Pradesh (79·3), N.E. F.A. (77·8), Kerala (73·0), Mysore (65·5), Uttar Pradesh (64·3) and Bombay (62·7). In other States, the percentage varied from 12·9 in Manipur to 59·3 in Jammu & Kashmir.

Teacher-Pupil Ratio

The number of pupils per teacher in high and higher secondary schools remained unchanged at 25 in 1957-58. Teacher-pupil ratio in various States and Union Territories is indicated in col. (14) of table LVI.

Pay Scales of teachers

The pay scales of high and higher secondary schools generally continued to be the same. In Bombay, Mysore, Uttar Pradesh and West Bengal, scales of certain categories of teachers were revised.

In the areas of erstwhile Bombay State, uniform pay scales for headmasters of non-government high schools were laid down as under :—

- (i) 1st grade—Rs. 300—15—450.
- (ii) 2nd grade—Rs. 250—10—350.
- (iii) 3rd grade—Rs. 200—10—300.

The managements were at liberty to choose for their headmasters either one of these pay scales or the corresponding duty allowance (1st grade Rs. 100—200, 2nd grade Rs. 50—100, 3rd grade Rs. 40—75) in addition to the normal pay as secondary school teachers.

In Vidharbha region of Bombay State, the pay scales for graduate teachers in government high schools (Rs. 100—100—5—150—5—200 in boys' schools and Rs. 125—125—5—200 in girls' schools with two advance increments admissible to B.T.) were equated to the Bombay scale of Rs. 70—5—130—6—180—200. The revised scale was, however, not applicable to non-government schools.

As in the middle schools, the pay of untrained graduate teachers in Kerala was fixed as Rs. 65, while the scales of pay of under-graduate teachers were revised from Rs. 35—80 to Rs. 40—120 and those of graduate teachers (with B.T.) from Rs. 55—150 to Rs. 80—165 with effect from 1-4-1957.

In Madhya Pradesh, two advance increments were given to trained graduates. In Uttar Pradesh, the government raised their share of meeting the cost of annual increments to teachers from 50 per cent in 1956-57 to 75 per cent during the year under review.

In Mysore, the local board and aided schools were permitted to adopt with effect from 1-4-57 the revised scales of pay that were introduced with effect from 1-1-57 in all government schools.

Table LVI—Number of Teachers in High and Higher Secondary Schools*

State	Men		Women		Total		Increase + or Decrease —	Number of Train- ed Teachers		Percentage of Trained Teachers to Total Number of Teachers		Average Number of Students per Teacher	
	1956-57		1957-58		1956-57			1957-58		1956-57		1957-58	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58		1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5	6	7	8	9	10	11	12	13	14
	13,970	16,278	2,213	2,850	16,183	19,128	+ 2,945	13,409	15,164	82.9	79.3	23	22
	5,401	5,679	755	854	6,156	6,533	+ 377	1,143	1,209	18.6	18.5	26	26
	11,315	12,314	700	780	12,015	13,094	+ 1,079	4,541	5,088	37.8	38.9	25	26
	23,396	25,101	5,952	6,448	29,348	31,549	+ 2,201	17,910	19,779	61.0	62.7	24	25
	1,738	1,714	504	522	2,242	2,236	— 6	1,347	1,327	60.1	59.3	26	30
	12,454	12,986	6,651	7,487	19,105	20,473	+ 1,368	13,929	14,946	72.9	73.0	26	26
	5,968	6,862	1,539	1,871	7,507	8,733	+ 1,226	3,033	3,620	40.4	41.5	21	21
	16,127	17,535	4,536	5,037	20,663	22,572	+ 1,908	18,139	20,339	87.8	90.1	24	24
	6,045	6,324	1,535	1,525	7,580	7,849	+ 269	4,861	5,143	64.1	65.5	24	24
3,007	3,320	235	281	3,242	3,601	+ 359	1,676	1,904	51.7	52.9	22	22	
14,296	14,875	3,054	3,548	17,350	18,423	+ 1,073	13,105	14,904	75.5	80.9	35	33	
Rajasthan	4,984	5,745	500	600	5,484	6,345	+ 861	2,225	2,839	40.6	44.7	20	20

Uttar Pradesh	24,761	25,865	4,547	4,803	29,308	30,668	+ 1,360	18,032	19,713	61.5	64.3	23	24
West Bengal	18,285	18,807	4,323	4,366	22,608	23,173	+ 565	7,092	7,386	31.4	31.9	27	26
A. & N. Islands	33	27	22	21	55	48	— 7	25	24	45.4	50.0	24	22
Delhi	3,066	3,260	1,818	1,888	4,884	5,148	+ 264	4,459	4,658	91.3	90.5	30	29
Himachal Pradesh	657	707	136	128	793	835	+ 42	651	716	82.1	85.7	30	26
Madipur	441	497	30	29	471	526	+ 55	45	68	9.6	12.9	28	30
Tripura	381	377	53	57	434	434	..	106	149	24.4	34.3	21	22
N.E.F.A.	33	34	2	2	35	36	+ 1	13	28	37.1	77.8	14	12
Pondicherry	113	185	41	106	154	291	+ 137	104	171	52.1	58.8	20	30
India	1,66,471	1,78,492	39,146	43,203	2,05,617	2,21,695	+16,078	1,25,945	1,39,175	61.2	62.8	25	25

*Includes statistics of post-basic schools.

In West Bengal, the pay scales of teachers of secondary schools were revised with Central assistance as under :

	Previous scale		Revised scale
	Rs.		Rs.
(i) Intermediate trained	70—5/2—100		70—3—118—4—225
(ii) Graduate trained	100—5/2—110—10—150		100—5—215—10—255 (Distinction graduates to start at Rs. 110)
(iii) Hons. graduate trained	M.A. 125—5/2—130—10/2—150		130—5—150—10—350 (M.A. II class to start at Rs. 140).
(iv) Approved headmasters of high schools (class X)/higher secondary schools (class XI)/multi-purpose schools (class XI) —generally M.A. or B.A. (Hons.), B.T. with five years' teaching experience	Category A—200—20/2—400 Category B—175—15/2—325 Category C—150—15/2—240 Category D—150—15/2—200		200—10—370—15—400 and a special pay of Rs. 25 in case of class XI (academic) high schools and Rs. 100 in case of multi-purpose schools.
(v) Approved headmasters of junior high schools (generally trained graduates with three years' teaching experience)			100—5—215—10—225 plus special pay of Rs. 25.

Pay scales of untrained teachers were done away with. They were to draw the minimum of the scale (pass graduates and intermediates excepting) till they got themselves trained. Untrained intermediate, graduate and post-graduate teachers with ten years' teaching experience were treated as trained for sanction of pay scales. In order to attract qualified teachers to rural schools, special allowances of Rs. 25/- to post-graduate trained teachers and Rs. 15/- to graduate trained teachers in schools in rural areas were sanctioned.

The details of pay scales of teachers according to qualifications and managements of high and higher secondary schools are given in Appendix D of Vol. II of the report. Table LVII provides comparative study of the minima and maxima of the scales prescribed for trained graduate teachers in government high schools in different States. The States have been grouped according to the initial salary offered.

Expenditure

During the year under report, the total direct expenditure on recognised high and higher secondary schools increased from Rs. 41,58,52,710 to Rs. 46,47,01,661, the rate of increase being 11·7 per cent as against 9·6 per cent in the previous year. Of the total expenditure, Rs. 38,69,33,912 were expended on schools for boys and Rs. 7,77,67,749 on girls' schools. The proportion of direct expenditure on high and higher secondary schools to the total direct expenditure on all institutions was 25·5 per cent as against 26·1 per cent during the previous year.

The total direct expenditure on higher secondary schools and post basic schools amounted to Rs. 4,60,74,568 and Rs. 6,16,637 respectively.

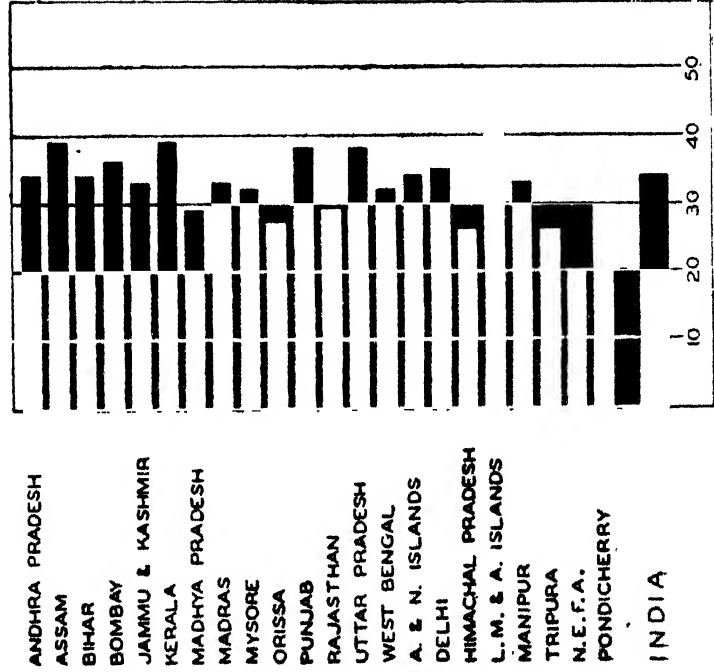
Table LVIII shows the distribution of expenditure on high/higher secondary (including post basic) schools according to different sources of income.

TEACHER - PUPIL

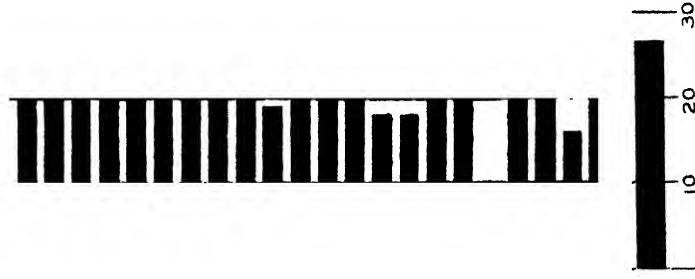
957-58

RAT O

PRIMARY
SCHOOLS



MIDDLE
SCHOOLS



HIGH/HIGHER SECONDARY
SCHOOLS

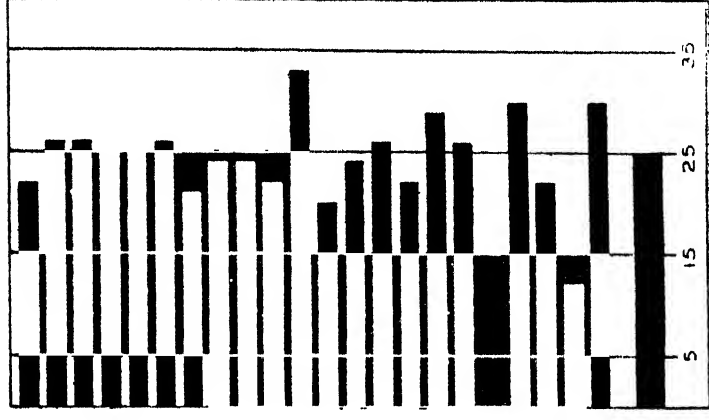


Table LVII—Minima and Maxima of Pay Scales of Trained Graduate Teachers in Government High Schools

State	Minimum	Maximum	Number of years required to reach the Maximum
1	2	3	4
Jammu and Kashmir	70	90	4
Bombay	75	200	21
Mysore	85	200	16
Rajasthan	75	200	21
Kerala	80	165	14
Andhra Pradesh	85	175	13
Madras	85	175	13
Pondicherry	85	175	13
Bihar	100	190	16
West Bengal	100	190	16
Tripura	100	225	24
Madhya Pradesh	100	200	20
Manipur	100	250	19
Punjab	110	250	16
Himachal Pradesh	110	250	16
Orissa	120	250	20
Uttar Pradesh	120	300	20
A. & N. Islands	120	300	20
Delhi	120	300	20
Assam	125	275	17
N.E.F.A.	125	275	17

Table LVIII—Direct Expenditure on High and Higher Secondary Schools by Sources

Source	1956-57		1957-58	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government Funds . .	17,47,07,760	42.0	20,62,74,725	44.4
District Board Funds . .	1,04,99,626	2.5	1,30,48,237	2.8
Municipal Board Funds . .	63,85,027	1.6	77,09,325	1.7
Fees	18,35,06,986	44.1	19,27,95,475	41.5
Endowments	1,38,34,208	3.3	1,54,23,165	3.3
Other Sources	2,69,19,103	6.5	2,94,50,734	6.3
Total	41,58,52,710	100.0	46,47,01,661	100.0

It will be seen from the above table that (a) numerically all sources reported an increase in expenditure, (b) government funds and fees accounted for more than four-fifth of the total expenditure; (c) the proportion of government funds increased by 18.1 per cent as compared to 24.3 per cent from district board funds, 20.8 per cent from municipal board funds, 5.1 per cent from fees, 11.5 per cent from endowments and 9.4 per cent from other sources.

In higher secondary schools, the share in total direct expenditure from Govt. funds, local boards, fees, endowments and other sources was 43.4 per cent, 2.9 per cent, 44.7 per cent, 3.2 per cent and 5.8 per cent respectively.

The break-up of the total expenditure on high and higher secondary schools according to different managements was as under:

Management	1956-57		1957-58	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government	8,58,68,070	20.7	10,74,51,273	23.1
District Boards	2,75,74,098	6.6	2,53,75,371	5.5
Municipal Boards	1,60,46,429	3.9	1,67,40,508	3.6
Private Bodies—				
Aided	24,51,15,611	58.9	27,32,45,661	58.8
Unaided	4,12,48,502	9.9	4,18,88,848	9.0
Total	41,58,52,710	100.0	46,47,01,661	100.0

A study of the figures in table *LIX* which compares the direct expenditure on high and higher secondary schools in different States for the years 1956-57 and 1957-58 will show that the expenditure increased in all the States except in N.E.F.A., where the decrease was due to transfer of one high school of Tuensang Division to Naga Hill Tuensang Areas. Numerically, Andhra Pradesh recorded the highest increase of Rs. 66·30 lakhs, followed by Bombay (65·25 lakhs). Next in descending order were Uttar Pradesh (Rs. 60·49 lakhs), Madras (Rs. 59·27 lakhs), and West Bengal (Rs. 40·49 lakhs). The lowest increase was in A. & N. Islands (Rs. 6,114). On percentage basis, the increase among the States and Union Territories was highest in Pondicherry (165·1) and lowest in Himachal Pradesh (3·8). In other States and Territories, it ranged between 4·6 per cent in A. & N. Islands to 24·9 per cent in Madhya Pradesh.

Col. (10) of table *LIX* reveals wide variations in the proportion of expenditure incurred on high and higher secondary schools to the total direct expenditure on education as a whole. The difference can be ascribed partly to the variation in the number of classes comprising secondary stage in the different States.

The source-wise share of expenditure on high and higher secondary schools in different States is indicated in cols. (13) to (18) of table *LIX*. Among the States, the percentage of the share of government funds was highest in Jammu and Kashmir (94·4). Other States, where a very large proportion of the expenditure was met from this source, were Rajasthan (83·4) and Madhya Pradesh (69·4). The share of local boards was insignificant in Rajasthan while in other States it varied from 0·2 per cent in Assam to 17·0 per cent in Andhra Pradesh. Fees accounted for nearly two-thirds of the expenditure in West Bengal, a little more than half in Bihar and about one-half in Bombay and Uttar Pradesh. In the rest of the States, the share of fees varied from 2·3 per cent in Jammu and Kashmir to 43·6 per cent in Punjab. Endowments played a very minor role and the contribution from this source varied from 0·3 per cent in Kerala to 9·4 per cent in Orissa. The share of other sources was highest in Mysore (13·6 per cent) and lowest in both Andhra Pradesh and Madras (0·5 per cent). Among the Union Territories, government met cent per cent expenditure in N.E.F.A. and major portion (more than two-thirds) of the expenditure in A. & N. Islands, Himachal Pradesh, Tripura and Pondicherry and nearly one-half in Delhi and less than one-half of the total expenditure in Manipur.

The average annual cost per pupil in high and higher secondary schools increased from Rs. 80·2 to Rs. 83·6. Its distribution among different sources of income was : government funds Rs. 37·1, district board funds Rs. 2·3, municipal board funds Rs. 1·4, fees Rs. 34·7, endowments Rs. 2·8 and other sources Rs. 5·3. Cols. (19) and (20) of table *LIX* indicate the average amount of expenditure incurred on a student in high and higher secondary schools during the years 1956-57 and 1957-58. The average annual cost per pupil in higher secondary schools alone was Rs. 118·4 as against Rs. 116·9 during the previous year.

Table LIX—Direct Expenditure on

State	On Schools for Boys		On Schools for Girls	
	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	2,35,57,391	2,95,50,079	37,72,164	44,09,487
Assam	87,93,917	1,01,35,811	13,61,547	16,94,332
Bihar	1,76,20,169	1,95,58,072	15,97,718	16,79,871
Bombay	6,46,27,674	6,98,57,364	1,21,52,109	1,34,47,203
Jammu and Kashmir	25,90,060	27,91,646	5,77,716	7,32,196
Kerala	1,97,58,331	2,18,70,586	40,89,192	45,60,829
Madhya Pradesh	1,11,93,148	1,38,80,540	25,23,499	32,57,820
Madras	3,06,48,421	3,53,57,295	63,60,146	75,78,633
Mysore	1,27,70,599	1,44,85,333	25,08,707	28,28,685
Orissa	50,33,727	57,01,841	4,40,875	4,65,258
Punjab	2,74,39,940	3,00,07,508	64,82,893	60,08,688
Rajasthan	1,14,00,297	1,32,25,682	10,66,259	17,32,896
Uttar Pradesh	5,73,68,380	6,26,12,905	1,13,06,655	1,21,11,196
West Bengal	3,93,09,544	4,25,05,543	1,06,01,828	1,14,55,174
A. & N. Islands	1,31,586	1,37,700	..	..
Delhi	1,10,67,636	1,18,15,928	42,91,221	51,43,956
Himachal Pradesh	14,30,337	14,81,439	1,71,531	1,80,933
Manipur	4,97,614	5,85,380	72,575	79,823
Tripura	7,57,955	9,02,937	1,34,265	1,89,405
N.E.F.A.	1,25,767	1,00,340	..	..
Pondicherry	1,88,342	3,69,983	30,975	2,11,364
India	24,62,10,835	28,69,23,912	6,95,41,275	7,77,87,749

* Includes statistic

High and Higher Secondary Schools*

Total		Increase (+) or Decrease (—)		Percentage of Expendi- ture on Secondary Schools to Total Direct Expenditure on Educa- tion in 1957-58	State
1956-57	1957-58	Amount	Percentage		
6	7	8	9	10	11
Rs.	Rs.	Rs.			
2,73,29,555	3,39,59,566	+ 66,30,011	+ 24·3	25·0	Andhra Pradesh
1,01,55,464	1,18,30,143	+ 16,74,679	+ 16·5	26·8	Assam
1,92,17,887	2,12,37,943	+ 20,20,056	+ 10·5	21·0	Bihar
7,67,79,783	8,33,04,567	+ 65,24,784	+ 8·5	24·0	Bombay
31,67,776	35,23,842	+ 3,56,066	+ 11·2	32·8	Jammu & Kashmir
2,38,47,523	2,64,31,415	+ 25,83,892	+ 10·8	26·5	Kerala
1,37,16,647	1,71,38,360	+ 34,21,713	+ 24·9	16·4	Madhya Pradesh
3,70,08,567	4,29,35,928	+ 59,27,361	+ 16·0	25·2	Madras
1,52,79,306	1,73,14,108	+ 20,34,712	+ 13·3	16·9	Mysore
54,74,602	61,07,099	+ 6,92,497	+ 12·6	18·2	Orissa
3,39,22,833	3,60,16,196	+ 20,93,363	+ 6·2	33·5	Punjab
1,24,66,556	1,49,58,578	+ 24,92,022	+ 20·0	24·3	Rajasthan
6,86,75,035	7,47,24,101	+ 60,49,066	+ 8·8	30·9	Uttar Pradesh
4,99,11,372	5,39,60,717	+ 40,49,345	+ 8·1	29·2	West Bengal
1,31,586	1,37,700	+ 6,114	+ 4·6	51·9	A. & N. Islands
1,53,58,857	1,69,59,884	+ 16,01,027	+ 10·4	27·0	Dolhi
16,01,868	16,62,372	+ 60,504	+ 3·8	30·4	Himachal Pradesh
5,70,189	6,65,203	+ 95,104	+ 16·7	26·2	Manipur
8,92,220	10,92,342	+ 2,00,122	+ 22·4	18·5	Tripura
1,25,767	1,00,340	— 25,427	— 20·2	12·5	N.E.F.A.
2,19,317	5,81,347	+ 3,62,030	+ 165·1	28·7	Pondicherry
41,58,52,710	48,47,01,661	+ 4,88,48,951	+ 11·7	25·5	India

of post basic schools also.

[Table LIX—Direct Expenditure on High and Higher Secondary Schools—Contd.]

State	Percentage of Expenditure (1957-58) met from						Average annual cost per pupil	
	Government Funds	District Board Funds	Municipal Funds	Fees	Endowments	Other Sources	1956-57	1957-58
12	13	14	15	16	17	18	19	20
							Rs.	Rs.
Andhra Pradesh .	46.6	13.3	3.7	29.4	6.5	0.5	73.6	81.7
Assam . . .	48.7	0.0	0.2	42.7	6.8	1.6	63.6	69.4
Bihar . . .	32.9	..	0.0	56.7	1.7	8.7	63.4	64.7
Bombay . . .	41.7	0.0	0.5	48.7	0.9	8.2	107.9	105.3
Jammu & Kashmir .	94.4	..	..	2.3	1.1	2.2	54.4	52.5
Kerala . . .	72.1	1.5	0.4	20.6	0.3	5.1	48.8	49.3
Madhya Pradesh .	69.4	0.3	2.7	17.9	1.8	7.9	88.3	94.9
Madras . . .	42.3	12.1	3.6	32.5	9.0	0.5	75.7	80.9
Mysore . . .	42.2	5.8	7.5	29.7	1.2	13.6	85.4	92.2
Orissa . . .	47.0	4.4	0.3	33.8	9.4	5.1	77.0	76.8
Punjab . . .	35.5	3.8	2.2	43.6	5.6	9.3	55.7	58.8
Rajasthan . . .	83.4	0.0	0.0	9.0	4.0	3.6	112.0	116.7
Uttar Pradesh .	39.7	0.0	0.8	50.4	1.4	7.7	101.7	103.3
West Bengal . .	26.0	0.0	0.4	62.5	4.1	7.0	82.3	89.3
A. & N. Islands .	95.2	..	..	4.8	..	..	99.7	131.5
Delhi . . .	49.8	1.2	5.9	35.1	1.3	6.7	105.3	113.6
Himachal Pradesh .	80.6	..	..	9.0	1.9	8.5	66.2	77.8
Manipur . . .	38.7	..	0.0	55.5	4.9	0.9	43.2	42.7
Tripura . . .	69.4	..	..	27.7	2.6	0.3	96.1	116.3
N.E.F.A. . . .	100.0	..	..	..	..	..	261.5	235.6
Pondicherry . .	68.6	..	..	27.8	0.7	2.9	69.5	66.1
India . . .	44.4	2.8	1.7	41.5	3.8	6.3	80.2	83.6

Examination Results

During the year, 10,79,966 candidates (9,03,035 boys and 1,76,931 girls), regular as well as private, appeared for the matriculation and equivalent examinations held in 1958. Of these, 5,21,552 candidates (4,30,373 boys and 91,179 girls) were declared successful. Despite the increase in the number of candidates who appeared, the pass percentage reported an improvement from 46.1 to 48.3 during the year. Table LX gives details of the examination results in different States and Union Territories.

Free Places, Scholarships and Stipends

Most of the States had schemes of scholarships and free studentships for the poor but deserving students. Some of the scholarships and concessions were also awarded to the wards of teachers, military personnel, and political sufferers. Displaced persons and students belonging to scheduled caste, schedule tribes and other backward communities were exempted from payment of fees. In some States, the expenses on the education of scheduled caste students such as maintenance, books and stationery were borne by the government. Concessions were also granted to brothers and sisters studying in the same institutions. The extent of freeship varied from State to State. In certain States, the amount foregone on account of freeships to a prescribed category of pupils was reimbursed by the Government.

The total amount incurred on scholarships and stipends awarded to pupils, in secondary schools amounted to Rs. 2,57,28,363 and the amounts foregone by way of freestudentship and other financial concessions were Rs. 4,32,07,382 and Rs. 1,47,93,354 respectively. The corresponding number of pupils benefited was 4,57,574, 12,94,880 and 6,38,645 respectively.

Of the total number of pupils (55,61,768) in high/higher secondary/post basic schools, 3,35,194 were awarded scholarships and stipends to the value of Rs. 2,10,24,826 and 3,11,822 pupils received financial concessions to the value of Rs. 1,16,05,863. The amount foregone on account of freeships to 9,74,868 pupils amounted to Rs. 3,72,81,357.

School Buildings and Equipment

The condition of buildings and equipment in secondary schools did not show marked improvement during the year. Paucity of funds and want of additional space and high cost of building material stood in the way of new construction and reconditioning of buildings. Government schools were generally housed in comparatively better buildings. With a view to providing school facilities to a large number of students, tented accommodation was used in certain areas. In some urban areas double shifts were also resorted to overcome the shortage of accommodation. Taking into consideration the introduction of science-teaching and craft subjects, most of the high schools required extension of their buildings, science laboratories and other equipments. Only a few of the schools undertook construction or extension of buildings,

Table LX—Results of Matriculation and Equivalent Examinations

State	Number Appeared			Number Passed			Pass Percentage	
	Boys	Girls	Total	Boys	Girls	Total	1956-57	1957-58
1	2	3	4	5	6	7	8	9
Andhra Pradesh	75,084	10,396	85,480	23,062	3,275	26,337	28.9	30.8
Assam	15,699	3,117	18,816	7,654	1,470	9,124	46.9	48.5
Bihar	77,733	4,251	81,984	30,871	2,698	39,569	56.7	42.3
Bombay	1,43,351	34,950	1,78,301	67,521	10,148	86,669	47.1	48.5
Jammu & Kashmir	6,588	745	7,333	3,418	425	3,843	48.9	52.4
Kerala	53,429	31,920	85,349	24,500	12,669	37,069	45.9	43.4
Madhya Pradesh	38,278	6,014	44,292	22,325	3,659	25,984	51.2	58.7
Madras	58,120	13,941	72,061	25,398	7,001	32,399	46.4	45.6
Mysore	48,222	8,953	57,175	23,925	5,278	29,203	43.4	51.1
Orissa	11,759	846	12,605	5,807	462	6,269	49.2	49.7
Punjab	86,035	21,422	1,07,457	44,524	11,089	55,613	59.9	51.8
Rajasthan	36,486	3,535	40,021	16,480	1,089	18,169	49.3	45.4
Uttar Pradesh	1,76,115	16,559	1,92,674	88,884	11,694	1,00,578	41.1	52.2
West Bengal	63,809	16,248	80,057	33,389	8,241	41,630	46.4	52.6
A. & N. Islands	103	31	134	24	2	26	27.8	19.4

Devi	6,935	2,919	11,854	4,184	2,049	6,193	63.4	62.8
Himachal Pradesh	1,563	214	1,777	966	136	1,122	69.3	63.1
Manipur	1,505	196	1,701	598	70	668	32.7	39.3
Tripur	1,518	523	2,041	617	187	804	39.4	39.4
N.E.F.A.	6	..	6	5	..	5	71.4	83.3
Pondicherry	697	151	848	221	37	278	26.7	32.8
India	9,03,035	176,931	10,79,966	4,30,373	91,179	5,21,552	46.1	48.3

equipment and laboratories with the help of grants and loans sanctioned for the purpose under the development schemes. In certain areas, middle school buildings were constructed with grants from governments under local works programmes or by voluntary contribution of labour and building material from the community. In spite of all these efforts, the school building activity did not match favourably with the expansion in the facilities for education at the secondary level.

CHAPTER VI

UNIVERSITY EDUCATION

The year under report recorded further improvement in the content and scope of university education. More institutions were opened and facilities in existing ones expanded. New courses in important and specialised branches were introduced and increased facilities in technical and vocational education were provided.

The University Grants Commission continued to extend its help to the universities for improving the pay scales of teachers in universities and colleges while considerable grants were sanctioned by Central and State governments for the construction of new hostels, for enlarging laboratory and library facilities and for awarding scholarships for research and post-graduate education.

The Three Year Degree Course Estimates Committee submitted its report in the year under review. The Committee estimated that a sum of Rs. 25 crores would be required to introduce the reform and recommended that this sum should be shared between the Central Government and the University Grants Commission on one hand and the State governments and private managements on the other in equal proportion. The Committee felt that a sum of Rs. 15 crores should be provided during the Second Five-Year Plan period and the balance in the Third Five-Year Plan.

The Education Ministers' Conference held in September, 1957 considered the Report of the Committee and endorsed its recommendations. Twenty three Universities have already accepted the scheme and have either introduced or taken steps to introduce it. Others have either accepted the scheme in principle or were considering the various aspects of its implementation.

The University Grants Commission continued its efforts for the development of university education. Development grants of Rs. 25,98,115 were paid to the Central universities and Rs. 1,63,77,905 to the other universities bringing the total upto Rs. 1,89,76,020. The development schemes included Rs. 57,64,317 sanctioned for the Humanities, Rs. 32,58,390 for Science and Rs. 47,85,991 for Technology.

Other developmental activities of the University Grants Commission during the year included the following :

- (i) Five more universities implemented the improved pay scales recommended by the Commission for university teachers. Grants amounting to Rs. 7,32,869 were made available to the various universities for this purpose. The report of the Committee set up to consider the question of minimum qualifications for different categories of university teachers was received and referred to universities for their comments. The Commission also prepared a scheme for the revision of scales of pay of teachers in affiliated colleges according to which the State Government/University/

College concerned would share 50 per cent of the increased expenditure on men's colleges and 25 per cent on women's colleges, the rest being borne by the University Grants Commission. The following pay scales were recommended :

Principals	Rs. 600—40—800
Heads of Departments	Rs. 400—25—700
Lecturers	Rs. 200—15—320—20—500
Tutors and Demonstrators . .	Rs. 150—200

The Universities of Bombay, Calcutta, Osmania and Poona agreed to adopt these scales in some of their constituent and affiliated colleges.

- (ii) Grants and loans totalling Rs. 11,05,000 and Rs. 1,75,000 were sanctioned to various universities for construction of hostels and staff quarters respectively.
- (iii) To raise the academic standard and encourage research work, the Commission decided to give financial assistance to universities to improve their libraries. A Committee was appointed to make recommendations on the various developmental aspects of university libraries.
- (iv) For the welfare of students the Commission decided to give financial assistance to universities for providing amenities such as non-resident centres, common-rooms, cheap cafeterias, health-centres and student homes.

The scheme for giving financial assistance for setting up student-aid-fund in universities was finalised and grants amounting to Rs. 59,295 were paid to different universities for this purpose.

A scheme for establishing health centres in the universities for students and members of staff was initiated.

- (v) In addition to the scheme of grants given for publication of approved thesis in the Humanities, the Commission sponsored a scheme of grants to the universities for publication of monographs/pamphlets/books on special subjects/proceedings of seminars/lectures by visiting professors. During the year a sum of Rs. 8,516 was sanctioned to different universities for this purpose.
- (vi) The proposal of establishing a Chair in Buddhist Philosophy at Delhi University was agreed upon and the scheme of establishing Gandhi Bhavans in Universities was also accepted.
- (vii) The scheme for setting up Hobby Work-shops in the universities was accepted.
- (viii) Following the centenary grants paid to three universities, seven private colleges which had served the cause of higher education for 100 years and more, were paid token grants of rupees one lakh each.
- (ix) The Committee appointed to examine problems connected with the question of medium of instruction recommended that a proper foundation in English should be laid at the secondary school stage

and that the change to an Indian Language should be preceded by an adequate preparation of sufficient literature in that language in all the subjects of study. It further recommended that even when a change in the medium of instruction was made, English should continue to be studied by all the university students.

- (x) A scheme was instituted to encourage students to learn languages other than their own regional language.
- (xi) A Committee was appointed to examine the problems involved in the present system of examinations and propose remedies.

The Central Government continued to provide assistance to State governments up to 50 per cent of the approved expenditure for their schemes relating to the development of women's education at collegiate level.

The Central Government paid grants amounting to Rs. 67.14 lakhs to various technical institutions on the recommendations of the All-India Council for Technical Education. The pattern of Central assistance was reviewed. The Central Government proposed to meet the entire recurring and non-recurring expenditure for all approved schemes of post-graduate courses and research in engineering and technology and special studies. As regards first degree and diploma courses, it was proposed that for the establishment of new institutions and for the improvement and development of the existing government institutions the Central assistance should be 50 per cent of the recurring and non-recurring expenditure during the current Plan period.

The Joint Committee of the All-India Council for Technical Education and Inter-University Board considered admission qualifications for diploma and degree courses in Engineering and Technology and recommended that (a) the first degree course in Engineering and Technology be reorganised into a five-year integrated course with at least six month's training, (b) the Board of Technical Studies of the All-India Council for Technical Education prepare syllabi for the degree courses in the different branches of Engineering and Technology, (c) for re-organising these courses, technical institutions be given necessary assistance by the Central Government, State governments and University Grants Commission, on the recommendations of the All-India Council for Technical Education.

During the year, grants-in-aid to the amount of Rs. 2.45 lakhs were paid to 52 research workers.

The reports of the Indian Teachers sent to U.S.A. to study the Organisation of General Education Courses and of the nine experts from U.S.A. were discussed by the Ministries of Education and Scientific Research and Cultural Affairs and the introduction of General Education Courses was accepted by almost all the Universities and many of them have actually introduced these courses.

In 1957, a conference of Vice-Chancellors, Education Secretaries of States and other eminent educationists was held in New Delhi to discuss the problems of university administration.

Under the auspices of the India Wheat Loan Educational Exchange Programme, foreign assistance in the form of library books, laboratory equipment and experts etc. was continued. Six educationists from different universities of U.S.A. visited India. From the funds of Ford Foundation in India, 2,000 university teachers and students were selected for the Village Apprenticeship scheme which aims at developing a realistic spirit of social service and responsible understanding of the problem of rural reconstruction in India.

Under the schemes of Research Training Scholarships and National Research Fellowships, a sum of Rs. 14.35 lakhs was spent on 680 scholarships and 28 fellowships in universities/institutions of higher education. Research scholarships in the Humanities were awarded to 34 scholars. During the year, 44,415 students were granted scholarships totalling to Rs. 202.20 lakhs under the Government of India scheme of scholarships to the students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes.

Besides, various Central schemes like Central Overseas Scholarships; Agatha Harrison Fellowship; Fully Paid Overseas Scholarships; Union Territories Overseas Scholarships; Foreign Languages Scholarships; Programme for Exchange of Scholars between India and China and Passage Grants Scheme were in operation to provide opportunities to Indian students to go abroad for advanced studies.

The University Grants Commission awarded 64 post-graduate scholarships of Rs. 100 P.M. each and 37 research fellowships of Rs. 150 P.M. each in various subjects of the Humanities and the Social Sciences.

Under various youth welfare schemes, grants were sanctioned for students' tours, youth hostels, youth leadership and Dramatic Training Camps etc. Grants amounting to Rs. 25,904 were sanctioned to various universities for setting up Youth Welfare Boards and Committees to implement Youth Welfare Programme.

The Fourth Inter-University Youth Festival was held at New Delhi in November, 1957 and a grant of Rs. 2.98 lakhs was sanctioned for the festival. Besides, Government of India also sanctioned grants amounting to Rs. 12,385 to four universities to enable them to hold Inter-Collegiate Youth Festivals.

Main Developments

Andhra Pradesh

Andhra University

(a) The following new courses were started :

- (i) M.Sc. degree course in Chemistry with Analytical Chemistry as a special subject.
- (ii) Master's degree course in Business Administration.
- (iii) Post-graduate diploma course in Social work.

(b) Classes in Pre-university course of study were started in colleges affiliated to the University.

(c) It was decided to start with effect from 1958-59 (i) three-year Pass degree courses, (ii) four-year Honours degree courses and (iii) Pre-professional courses.

(d) The curriculum for post-graduate diploma course in Tuberculosis (T.D.D.) was adopted.

(e) It was decided to replace the existing B.Sc. (Hons.) course in Chemical Technology by a four-year B. Technology course in Chemical Engineering.

Sri Venkateswara University

The following new courses were introduced :

- (i) Pre-university courses.
- (ii) M.A. (Hons.) in Economics and Philosophy.
- (iii) M.Phil. in English, Economics, Mathematics, Philosophy, Chemistry, Physics and Zoology.
- (iv) M.Sc. in Chemistry, Physics, Mathematics and Zoology.

Osmania University

The new courses introduced were :

- (a) Degree course in Engineering, in Mining and Pre-professional courses in Engineering and Medicine.
- (b) Diploma courses in Russian and Italian.
- (c) Three-year degree course.

Assam

Gauhati University

Department of Sanskrit started functioning.

Bihar

Bihar University

A new Faculty of fine Arts & Crafts was established.

Patna University

A new course of M.Sc. in Medical Science was introduced.

Bombay

Baroda University

(a) Three-year degree courses in B.A., B.Sc. and B.Com. were introduced.

(b) Pre-Medical course of one year's duration after the Preparatory Science or the old First Year Science of the Intermediate stage was started. For courses in Technology and Engineering instead of starting any pre-professional class, the university added the pre-professional year to these courses and reorganised them into integrated five and four-year courses respectively.

(c) The subject of General Education was incorporated in the regular curriculum in the first two years of the new three-year degree courses in Arts,

Science and Commerce. General Education was also introduced in the first two years of degree courses in Fine Arts and Home Science and in the Pre-Medical and the first year of the new integrated Technology and Engineering degree courses.

Bombay University

The following new courses were introduced :

- (i) Post-graduate diploma in Industrial Management.
- (ii) Degree of Master of Automobile Engineering.
- (iii) Courses of study in Psychology for B.A. and M.D. degrees.

Gujarat University

(a) The enrolment of external students which was confined to those who knew Gujarati and resided in Gujarat University area was extended to all Gujarati knowing students including those staying outside the limits of the Gujarat University.

- (b) Diplomas in (i) Anaesthesia, (ii) Labour Laws and Practice and (iii) Taxation Laws and Practice were instituted.
- (c) The University School of Psychology started functioning.
- (d) Provision for the study of Hindi at post-graduate level was made.

Karnatak University

(a) Departments of English, Philosophy and Sociology were established.

- (b) Three-year degree course was introduced.

Nagpur University

(a) The following new courses were introduced :

- (i) M.Sc. in Applied Geology.
- (ii) Four-year degree course in B.Sc. (Home-Science).
- (iii) Pre-University courses in Faculties of Arts, Science, Commerce and Agriculture.

(b) The two-year diploma course in teaching was replaced by the one-year course. It was decided to introduce diploma courses in French and German.

(c) The Scheme for organising post-graduate teaching on an inter-collegiate basis was approved.

Poona University

Post-graduate course in Hydraulics and Dam Engineering was introduced. It was decided to institute a post-graduate diploma Course in Chemical Pathology.

S. V. Vidyapeeth University

Pre-University courses in Arts, Science, Commerce and Agriculture were started.

Jammu & Kashmir

Jammu & Kashmir University

(a) A separate Faculty of Social Science and an independent Board of Post-graduate studies were constituted.

(b) It was decided to allot one-fifth of the total marks in each subject of the University examination at degree and post-graduate stages for progress shown in the college tests and regular attendance.

(c) It was laid down as a statutory requirement that only such candidates could appear for the Honours Examination in Oriental, Classical and Modern Indian Languages as have already passed an examination of this or any other University.

Kerala

Kerala University

(a) The post-graduate departments of (i) Education (ii) Politics and (iii) Psychology were started.

(b) Classes in the three-year degree course were started.

Madhya Pradesh

Indirakala Sangeet Vishwavidyalaya

Although the University came into being during 1956-57, it was not returned during the year. It started functioning with the Department of Music and Dance with 7 affiliated colleges providing instruction in Music etc.

Jabalpur University

The University started functioning with 15 affiliated colleges. Necessary steps were taken to establish nine teaching departments in subjects for which adequate facilities were not available in the colleges.

Saugar University

(a) The following new courses were instituted :

(i) Post-graduate course in Ancient History and Culture.

(ii) Diploma courses in Sanskrit, Hindi and Yogic Instructions.

(b) Geography and Anthropology were added to the under-graduate courses.

(c) The Department of French and German was amalgamated with the Department of English.

(d) The Pharmaceutical Chemistry section of the Chemistry Department became a full fledged Department of Pharmacy. Post-graduate course in Pharmacy was also instituted.

Vikram University

The University School of Studies started functioning with M.A. (Economics, Philosophy, Political Science and Sanskrit), M.Sc. (Chemistry and Physics), M.Com. and Diploma in Library Science.

Madras*Annamalai University*

- (a) The following new courses were instituted :
- (i) Three-year degree courses in B.A., B.Sc., B.O.L., B.Mus., and B. Com.
 - (ii) M.Sc. in Geology.
 - (iii) Post-graduate diploma course in Applied Geology.
 - (iv) Pre-professional course in Agriculture.
- (b) Post-graduate course in Social Sciences of two years duration leading to M.A. degree was started.
- (c) Plant Physiology was offered as an additional subject for M.Sc. degree examination in Botany.

Madras University

- (a) Three-year degree courses and pre-professional courses were introduced.
- (b) The Department of Architecture was established.

Mysore*Mysore University*

- (a) Pre-university course of one-year duration was introduced.
- (b) General Education was incorporated as a subject of study in Pre-university and three-year degree courses.
- (c) Kannada was introduced as a medium of instruction in the pre-university classes, besides English.

Orissa*Utkal University*

- (a) Post-graduate departments of Philosophy and Sanskrit were established.
- (b) Post-graduate course in Education and Diploma course in Statistics were introduced.

Punjab*Kurukshetra University*

The Department of Sanskrit started functioning with admission in M.A. (Sanskrit) class.

Panjab University

The following new courses were introduced :

- (a) (i) Post-graduate course in Engineering.
 - (ii) Degree course in Dairying.
- The syllabi of the following courses were approved :
- (i) Diploma in Library Science.

- (ii) B.A. Honours Schools in Sanskrit and Economics.
- (iii) M.A. Honours Schools in Sanskrit and Economics.
- (b) Students of I.A., B.A., and B.Com. were permitted to answer questions in Hindi, Panjabi or Urdu besides English.
- (c) Sindhi and Tamil were included in the list of additional optional subjects for Intermediate and B.A. examinations.
- (d) Men candidates were permitted to offer Art and Music as elective subjects for Intermediate and B.A. examinations.

Rajasthan

Rajasthan University

- (a) It was decided to introduce the three-year degree course in the Faculties of Arts, Science and Commerce from 1959-60.
- (b) With the introduction of the subject of 'Economics and Public Administration' for the post-graduate classes in the Department of Economics, the name of the department was changed to the Department of Economics and Public Administration.
- (c) The Department of Geology started M.Sc. classes in Geology.
- (d) The University allowed the option of answering questions in Hindi in B.Ed. examination.

Uttar Pradesh

Agra University

- (a) It was decided to start the M.Sc. (Statistics) class in the Institute of Social Sciences and M.A. (Linguistic) class in the Institute of Hindi from July, 1958.
- (b) A new Faculty of Technology was established in the University.
- (c) By an amendment of the First Statute of the University, candidates were debarred from appearing at the LL.B. examination as private candidates for external degrees.
- (d) Panjabi was added to the Modern Indian Languages for B.A. examination.
- (e) Soil Chemistry was added to the branches of Chemistry for specialisation at M.Sc. Final stage.
- (f) Basic education was included in the list of subjects for specialisation for B.T. degree.
- (g) The Ordinance relating to Ph.D. degree was amended by deleting the clause requiring three-years' residence within the jurisdiction of the University prior to application for that degree.

Aligarh University

- (a) It was decided to introduce the following new courses :
 - (i) M.A., M.Sc. and one year diploma course in Statistics.
 - (ii) Post-graduate diploma course in Business Administration.
 - (iii) Diploma course in Steno-typing.

(b) Music, Fine Arts and Domestic Science were proposed to be included in the list of optional subjects for the B.A. and B.Sc. degree examinations for women candidates only.

(c) General education was introduced as a compulsory subject for the under-graduate students in the Faculties of Arts and Science. A modified form of the General Education Course was also introduced in the syllabus for the B.Sc. Engineering.

Allahabad University

The scales of pay of some of the University teachers were revised. Teachers under revised pay-scales were divided into two categories with pay scales as under :

	Old Scales	Now Scales
	Rs.	Rs.
Professors . . .	800—50—1,250	800—50—1,250
Assistant Professors . .	..	300—20—500—EB—25 800
Readers . . .	500—25—800	..
Lecturers . . .	300—20—480—20—500	..

Banaras Hindu University

(a) The following new courses were instituted.

(i) M.Sc. (Engg.) in Electrical Machine Design, M.Sc. (Mining) and M.Sc. (Metallurgy).

(ii) Post-graduate diploma course in Spectroscopy.

(b) It was decided to introduce Pre-university courses from July, 1958.

(c) The scales of pay of lecturers in Central Hindu College (Kamachha), College of Ayurveda and College of Music and Fine Arts were revised from Rs. 200—10—280—15—400 to Rs. 250—20—450—25—600 with effect from 1st April, 1958.

Gorakhpur University

The university started functioning during the year with six post-graduate teaching departments of Ancient History and Culture, Commerce, Education, English, Psychology and Sanskrit and 12 affiliated colleges.

Lucknow University

The necessary ordinances relating to the institution of M.A. degree in Public Administration were passed.

Roorkee University

(a) Degree courses in Tele-communication and Architecture were introduced.

(b) It was decided to introduce :

(i) Three-year diploma course.

(ii) Post-graduate course in Photo-grammetry.

(iii) To start short term refresher course in Public Health Engineering.

West Bengal

Calcutta University

(a) University College of Medicine started functioning.

(b) Cordiology and Epidemiology were included in the list of subjects for D. Phil degree in Medicine.

Jadavpur University

A degree course in Tele-communication Engineering was introduced.

Visva-Bharati University

(a) Two year M.A. course was introduced in place of the existing one-year M.A. course.

(b) The Pass course was abolished and the three-year Honours course was remodelled. The main features of the three year Honours course were :

- (i) Introduction of General Education as a compulsory subject.
- (ii) Provision for awarding distinction in recognition of a certain standard of proficiency.
- (iii) Integration of languages (both Indian and foreign) in the Honours course.
- (iv) Assignment of 20 per cent of the total marks to tutorial work.

Delhi*Delhi University*

(a) A new Faculty of Music and the Fine Arts was established.

(b) The following new courses were instituted :

- (i) Diploma courses in Anesthesia and Child Health.
- (ii) M.Sc. courses in Bacteriology and Nutrition.

Institutions*(a) Universities*

With the establishment of the five new universities of Gorakhpur, Jabalpur, Indra Kala Kurukshetra and Vikram, the number of universities rose to 38*. Table LXI gives the year of foundation/reconstitution, territorial jurisdiction, type, faculties and the medium of instruction in the various universities. Of these universities Agra continued to be a purely affiliating and Bombay a teaching and federal university. With the addition of Kurukshetra University the number of teaching and residential universities rose from ten in 1956-57 to 11 during the year. The Universities of Gorakhpur, Jabalpur and Vikram were of the teaching and affiliating type and, with their addition, the number of such universities increased to 24.

During the year 21 new teaching departments were started but the actual increase in the number was 14 only, as six departments of Shri Venkateswara University were amalgamated to form University college and the Department of French and German of Saugar University was merged with the Department of English. The University-wise distribution of the new departments is given below :

Universities	New Teaching Departments
Gauhati	Sanskrit
Gorakhpur	Ancient History and Culture, English, Commerce, Education, Psychology, Sanskrit.
Gujarat	Psychology
Karnatak	English, Philosophy and Sociology.
Kerala	Education, Politics and Psychology.
Kurukshetra	Sanskrit
Madras	Architecture
Utkal	Philosophy, Sanskrit, Statistics, Mayurbhauj Chair of Physics.
Vikram	University School of Studies.

Table LXI—Universities in India—Jurisdiction, Type and Faculties

Name and Address	Year of Founda- tion/ Reconsti- tution	Territorial Jurisdiction	Type	Faculties	Medium of Instruction/ Examination
1	2	3	4	5	6
Andra Pradesh Andhra University, Wal- tair	1926	Andhra Pradesh (excluding areas of Osmanian and Sri Venkateswara Universi- ties)	Teaching and Affiliat- ing.	Arts; Sc.; Agr.; Ayurveda; Com- Egg.; Fine Arts; Law; Med.; Oriental Learning; Teaching and Vet. Sc.	English
Osmania University, Hyderabad	1918/1947	erstwhile Hyderabad State	Teaching and Affiliat- ing.	Arts; Sc.; Agr.; Com.; Edu.; Egg.; Law; Med.; Religion & Culture and Vet. Sc.	English and Hindustani (Persian and Devnagari Script)
Sri Venkateswara Uni- versity, Tirupati.	1955	Districts of Anantapur, Chittoor, Cuddapah, Kurnool and Nellore in An'hra Pradesh	Teaching and Affiliat- ing	Arts; Sc.; Com.; Egg.; Oriental Learning. and Teaching	English
Assam Gauhati University, Gau- hati.	1948	State of Assam and Union Territory of Manipur	Teaching and Affiliat- ing.	Arts; Sc.; Agr.; Com.; Law and Med.	English
Bihar Bihar University, Patna	1952	Bihar State (except Patna Corporation Area)	Teaching and Affiliat- ing.	Arts; Sc.; Agr.; Com.; Edu.; Egg.; Law; Med.; Mining & Applied Geology and Vet. Sc.	Hindi in I.A. I.Sc. I.Com., B.A., B.Sc. and B.Com., English in others
Patna University, Patna	1917; 1952	Patna Corporation Area	Residential and Teach- ing.	Arts; Sc.; Com.; Edu.; Egg.; Law and Med	Hindi in I.A., I.Sc., I.Com., B.A., B.Sc., and B. Com., English in others
Bombay Baroda University, Baroda	1949	Within a radius of 10 miles from the University office	Residential and Teach- ing	Arts; Sc.; Com.; Edu. & Psych.; Fine Arts; Home Sc.; Med.; Social Work and Tech- nology (including Egg.)	English

Bombay Bombay.	University, 1857/1928/ 1953	Greater Bombay	Teaching and Federal	Arts; Sc.; Com.; Law and Med. (including Pharmacy and Technology).	English.
Gujarat Ahmedabad.	1950	Entire State of Saurashtra, Kutch and Districts of Ahmedabad, Amreli, Banaskantha, Baroda (excluding Baroda University area), Broach, Kaira (excluding area of Vallabh Vidyanagar in Anand Taluka and the area of Sardar Vallabhbhai Vidyapeeth), Mehsana, Panch Mahals, Sabar Kantha and Surat in Bombay State.	Teaching and Affiliating.	Arts (including Edu.; Sc.; Agr.; Ayurvedic Med.; Com.; Law; Med. and Tech. (including Engg.).	Gujarati and Hindi in I.A., I.Sc., I. Com., B.A., B.Sc., B. Com., B. Ed., M. Ed., B. Pharm., B.E. and M.B., B.S.; English in others.
Nagpur University, Nagpur	1923	Districts of Akola, Amravati, Bhandara, Buldhana, Chanda, Nagpur, Wardha and Yeotmal in Bombay State.	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Edu.; Law and Med.	English, Hindi and Marathi in I.A., I.Sc., B.A. and B.Sc.; Hindi and Marathi in I. Com., B. Com., B.T., and Dip. T.; English in others.
Poona University, Poona	1948	Districts of Ahmednagar, East Khandesh, Kolaba. Kolhapur, Nasik, North Satara, Poona, Ratnagiri, Sholapur, South Satara, Thana and West Khandesh in Bombay State.	Teaching and Affiliating	Arts; Sc.; Agr.; Ayurvedic Med.; Engg.; Law; Med. and Mental, Moral and Social Sciences.	English and Marathi in I.A., I.Sc., I. Com., English in others.
Sardar Vallabhbhai Vidyapeeth, Vallabh Vidyanagar.	1955	Within a radius of 5 miles from the office of the university.	Teaching and Affiliating	Arts; Sc.; Agr.; Com. and Tech. (including Engg.).	Hindi and English.
S.N.D.T. Women's University, Bombay.	1951*	Not defined	Teaching & Affiliating	Arts	Modern Indian Languages (mother tongue of the candidate) and English under special circumstances.

*Was established in 1916 but started functioning as a statutory university in 1951 under an Act passed by Bombay Govt. in 1949.

Table LXI—Universities in India—Jurisdiction, Type and Faculties—contd.

1	2	3	4	5	6
Jammu & Kashmir					
Jammu and Kashmir University, Srinagar.	1948	Jammu and Kashmir State	Teaching & Affiliating	Arts; Sc.; Com.; Edu. and Oriental Learning.	English.
Kerala					
Kerala University, Trivandrum.	1937	Kerala State . . .	Teaching and Affiliating	Arts; Sc.; Agr.; Ayurveda; Com.; Edu.; Law; Med.; Oriental Studies; Fine Arts; Tech. and Vet. Sc.	English.
Madhya Pradesh					
Indra Kala Sangeet Vishwavidyalaya, Khairgarh	1956	Not defined . . .	Teaching and Affiliating	Music and Dance . . .	English and Hindi.
Jabalpur University, Jabalpur.	1957	District of Jabalpur in Madhya Pradesh.	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Home Sc.; Law; Med. and Vet. Sc.	Hindi in I.A., I.Sc., B.A., B. Com. and B. Ed., English in others.
Sagar University, Sagar .	1946	Districts of Balaghat, Bastar, Betul, Bilaspur, Chhatarpur, Chhindwara, Damoh, Datia, Durg, Hoshangabad, Mandla, Narsingpur, Ninar, Panna, Raigarh, Raipur, Rewa, Sagar, Surguja, Satna, Seoni, Shahdol, Sidhi and Tikamgarh in Madhya Pradesh State.	Teaching and Affiliating	Arts; Sc.; Edu.; Engg. and Law	English in B.V. Sc., B.E., (Hons.), M.A., M.Sc., M.E. and M. Com. English and Hindi in others.

Vikram University, Ujjain	1957	Districts of Bhind, Devas, Dhar, Guna, Gwalior, Indore, Jhabna, Mandasaur, Morena, Nimar (Khargone), Raisen, Rajgarh, Ratlam, Sehore, Shajapur, Shivpuri, Ujjain and Vidisha in Madhya Pradesh.	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Law; Med. and Vet. Sc. and Animal Husbandry.	English and Hindi.
Madras					
Annamalai University, Annamalai Nagar.	1929	Within a radius of 10 miles from the university convocation hall.	Residential and Teaching.	Arts; Sc.; Edu.; Engg. and Tech.; Fine Arts and Oriental Studies.	English.
Madras University, Madras	1857/1904/ 1923/1929	Erstwhile States of Madras (excluding Annamalai University area) and Coorg.	Teaching and Affiliating.	Arts; Sc.; Edu.; Engg.; Fine Arts; Law; Med.; Oriental Learning; Teaching; Tech. and Vet. Sc.	English.
Mysore					
Karnatak University, Dharwar.	1949	Districts of Belgaum, Bijapur, Dharwar and North Kanars in Mysore State.	Teaching and Affiliating.	Arts; Sc.; Agr.; Engg.; Law; Med. and Social Sciences.	English, Hindi and Kannada for I.A., I.Sc.; I. Com.; English in others.
Mysore University, Mysore	1916	Erstwhile Mysore State	Teaching and Affiliating.	Arts; Sc.; Com.; Edu.; Engg. & Tech.; Law and Med.	English.
Orissa					
Utkal University, Cuttack	1943	Orissa State	Teaching and Affiliating.	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Geology; Law; Med. and Vet. Sc.	English.
Punjab					
Kurukshetra University, Kurukshetra.	1957	With a radius of 10 miles from the office of the university.	Residential and Teaching.	Languages	Sanskrit, Hindi and English.
Punjab University, Chandigarh.	1947	State of Punjab and Union Territory of Himachal Pradesh.	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Law; Med.; Oriental Learning and Vet. Sc.	English, Hindi, Urdu or Panjabi in I.A., B.A. and B. Com.; English in others.

Table LXI—Universities in India—Jurisdiction, Type and Faculties—contd.

1	2	3	4	5	6
Rajasthan					
Rajasthan University, Jaipur.	1947	Rajasthan State	Teaching and Affiliating	Arts; Sc.; Com.; Edu.; Engg.; Law; Med. & Pharmaceutics & Vet. Sc. and Oriental Learning.	English or Hindi upto post-graduate courses in Arts and Commerce; English in others.
Uttar Pradesh					
Agra University, Agra.	1927	State of Uttar Pradesh (excluding areas of Aligarh, Allahabad, Banaras, Gorakhpur and Lucknow Universities and the township of Roorkee).	Affiliating	Arts; Sc.; Agr.; Com.; Engg.; Law; Med. and Vet. Sc. & Animal Husbandry.	English and Hindi in B.A., B.Com.; English in others.
Aligarh Muslim University, Aligarh.	1921	Within a radius of 15 miles from the University mosque.	Residential and Teaching.	Arts; Sc.; Engg. & Tech.; Med. and Theology.	English, Hindi and Urdu in I.A., Urdu in B.U. M.S.; English in other.
Allahabad University, Allahabad.	1887/1921	Within a radius of 10 miles from the university office.	Residential and Teaching.	Arts; Sc.; Com. and Law	English and Hindi in B.A., B.Sc. and B. Com.; English in others.
Banaras Hindu University, Varanasi.	1916	Within a radius of 15 miles from the main temple of the university.	Residential and Teaching.	Arts; Sc.; Law; Med. & Surgery (Ayurveda); Music & Fine Arts; Oriental Learning; Tech. and Theology.	English and Hindi in I.A., I.Sc., I. Com., B.A., B. Com., B. Ed., LL.B. and Ayurveda; Hindi in Music & Fine Arts; English in others.
Gorakhpur University, Gorakhpur.	1957	Districts of Azamgarh, Bahraich, Ballia, Basti, Deoria, Ghazipur, Gonda, Gorakhpur and Jaunpur in U.P.	Teaching and Affiliating	Arts; Sc.; Com.; Law	English and Hindi for Under-Graduate classes; English in Post Graduate classes.

Lucknow Lucknow.	University.	1921	Within a radius of 10 miles from the university convocation hall.	Residential and Teaching.	Arts; Sc.; Ayurveda; Com.; Law and Med.	Hindi in B.A., B.Sc., and B. Com.; English in others.
Roorkee University, Roorkee.		1948	Not defined . . .	Residential and Teaching.	Engg. . . .	English.
West Bengal						
Calcutta Calcutta.	University.	1857/ 1904/1951 1954	State of West Bengal (excluding areas of Jadavpur and Visva-Bharati universities) and Union Territory of Tripura.	Teaching and Affiliating	Arts; Sc.; Agr.; Com; Edu.; Engg.; Fine Arts & Music; Journalism; Law; Med.; Tech. and Vet. Sc.	English.
Jadavpur Jadavpur.	University.	1955	Within a radius of 2 miles from the university office.	Residential and Teaching.	Arts; Sc.; Engg. and Tech. .	English.
Visva-Bharati Santiniketan.	University.	1951*	Area of Santiniketan in the district of Birbhum in West Bengal.	Residential and Teaching.	Not defined . . .	Bengali in Certificate and Diploma courses; English in others.
Delhi						
Delhi University, Delhi .		1922/1943/ 1952	Delhi State . . .	Teaching and Affiliating	Arts; Sc.; Agr. & Forestry; Edu.; Law; Medical Sciences; Social Sciences; and Tech.	English.

* Was established in 1921 but started functioning as a statutory university under an Act passed by the Parliament in 1951.

(b) Boards

In addition to 38 universities, there were 15* Boards of Education in the country. Their names along with the examinations conducted by them are given below :

1. Bihar School Examination Board, Patna—Secondary School, Diploma and Certificate in Physical Education, Diploma in Social Education.
2. Board for Public Examination, Trivandrum—Secondary School Leaving Certificate.
3. Board of Higher Secondary Education, Delhi State, Delhi—High School, Higher Secondary, Higher Secondary (Technical), Rattan and Bhushan.
4. Board of High School and Intermediate Education, Uttar Pradesh, Allahabad—High School and Intermediate, High School Technical and Intermediate Technical.
5. Board of Secondary Education, Andhra Pradesh, Kurnool—Secondary School Leaving Certificate and Higher Secondary Certificate.
6. Board of Secondary Education, Madhya Bharat Region, Gwalior—High School and Intermediate.
7. Board of Secondary Education, Madras—Secondary School leaving certificate, T.S.L.C., VIII Standard Public Examination.
8. Board of Secondary Education, Orissa State, Cuttack—High School Certificate.
9. Board of Secondary Education, Rajasthan, Jaipur—High School, Higher Secondary and Intermediate.
10. Board of Secondary Education, West Bengal, Calcutta—Secondary School Final.
11. Central Board of Secondary Education, Ajmer—High School and Intermediate.
12. Mahakoshal Board of Secondary Education, Jabalpur—Secondary School Certificate.
13. Secondary Education Board, Mysore State, Bangalore—Secondary School Leaving Certificate.
14. Secondary School Certificate Examination Board, Poona—Secondary School Certificate.
15. Vidarbha Board of Secondary Education, Nagpur—Secondary School Certificate, Higher Secondary School Certificate (Multipurpose Courses), Secondary School Certificate (Technical), Secondary School Certificates for Agricultural High School, Science Core High school Certificate, Secondary School Certificate for Vocational High Schools.

The total expenditure on these Boards increased from Rs. 1,49,89,495 to Rs. 1,75,70,112. Of this 4·5 per cent was contributed by Government as against 94·2 per cent from fees and 1·3 per cent from other sources.

*Includes three boards, one each in Bihar, Kerala and Mysore which formed part of the Offices of their respective Director of Public Instructions.

(c) Colleges

With the increase of 156 colleges, 46 for general education, 90 for professional and 20 for special education, the number of recognised colleges and institutions for higher education rose to 1,497. Of these, 860 (including 123 for women) were arts and science colleges, including research institutions, providing teaching faculties, 489 (including 64 for women) for professional and technical education and 148 (including 17 for women) for special education providing instructions in subjects like music, dancing and other fine arts, oriental studies, sociology and domestic science. During the year, arts and science colleges registered an increase of 5·7 per cent, professional and technical colleges of 22·6 per cent and special education colleges of 15·6 per cent. (Table No. LXII).

During the year, women colleges constituted 13·6 per cent of the total number of colleges as compared to 12·2 per cent during the year 1956-57.

Colleges (including three research institutions) in rural areas numbered 126 (121 for men and 5 for women). Of these, 69 (including four for women) were arts and science colleges and 38 (including one for women) for professional education and 19 for special education.

Of the total number of 489 colleges for professional and technical education, 203 were teachers' training colleges, 106 medical colleges, 50 Engineering colleges, 33 commerce colleges, 31 law colleges, 25 agricultural colleges, 14 for veterinary science, 14 for physical education, seven for technology, three for forestry, one for co-operative training, one for applied art and architecture and one for dairy science.

The increase in the number of professional colleges consisted of 70 teachers trainings colleges, seven medical colleges, five commerce colleges, two engineering colleges, 2 law colleges and 4 physical education colleges and 1 dairy science college. Colleges for co-operative training marked a decrease of two.

The break-up of the 148 colleges for special education is as follows—32 (including 6 for girls) for music, dancing and other fine arts, 98 (including eight for girls) for oriental studies, six for sociology, three (all for girls) for domestic science and one for yoga and cultural synthesis and eight rural institutions.

Table LXII—Number of Colleges by Management

Management	Science Arts and Colleges		Colleges for Professional Education		Colleges for Special Education		Total			
							1956-57		1957-58	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	Number	Percentage	Number	Percentage
	2	3	4	5	6	7	8	9	10	11
Government	202	203	215	246	35	39	452	33·7	488	32·5
Local Boards	3	3	3	3	1	1	7	0·5	7	0·5
Private—										
Aided	483	561	120	166	78	94	681	50·8	821	54·9
Unaided	126	93	61	74	14	14	201	15·0	181	12·1
India	814	860	399	487	128	148	1,341	100·0	4,917	100·0

* Includes research institutions providing teaching facilities.

Table LXIII—Number of Colleges by States

State	Arts & Science Colleges*		Colleges for Professional Education		Colleges for Special Education		Total		Increase (+) or Decrease (—)	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	Number	Percentage
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	53	55	23	24	16	22	92	101	+9	+9.8
Assam	23	28	5	8	1	1	29	37	+8	+27.6
Bihar	59	69	27	27	7	7	93	103	+10	+10.8
Bombay	103	107	83	116	11	11	197	234	+37	+18.8
Jammu & Kashmir	12	12	3	3	10	10	23	25	0.0	0.0
Kerala	42	41	14	23	7	7	63	71	+8	+12.7
Madhya Pradesh	61	64	26	31	8	14	95	109	+14	+14.7
Madras	56	58	32	34	16	20	104	112	+8	+7.7
Mysore	49	51	44	56	7	7	100	114	+14	+14.0
Orissa	14	16	6	16	3	4	23	36	+13	+56.5
Punjab	79	78	30	33	..	1	109	112	+3	+2.8
Rajasthan	54	55	15	19	18	18	87	92	+5	+5.7
Uttar Pradesh	75	83	44	45	9	10	128	140	+12	+9.4

West Bengal	107	113	32	38	11	12	150	163	+13	+8.7
A. & N. Islands	..	..	..	..	..	..	..	..	..	..
Delhi	18	19	10	10	2	2	30	31	+1	+3.3
Himachal Pradesh	3	3	1	1	..	..	4	4	0.0	0.0
L. M. & A. Islands	..	..	..	..	..	..	..	..	..	..
Manipur	2	2	..	..	1	1	3	3	..	0.0
Tripura	2	2	1	2	1	1	4	5	+1	25.0
N. E. F. A.	..	..	..	..	..	..	..	..	..	..
N. H. T. A.	..	..	..	..	..	..	..	..	..	..
Pondicherry	2	2	3	3	..	..	5	5	0.0	0.0
India	814	860	399	489	128	148	1,341	1,497	+156	+11.6

* Includes research institutions providing teaching facilities.

Table LXII gives the distribution of colleges by management. The over-all position in this respect remained almost the same as in the previous year i.e. a little over half the number of the colleges were managed by private (aided) bodies and about one-third by Government. Private unaided bodies accounted for 12·1 per cent while the number of colleges under local boards was negligible. While more than three-fourth of the colleges for arts and science and special education were managed by private bodies (aided as well as unaided), more than half of the colleges for professional education were under the management of Government. Government colleges predominated in Madhya Pradesh, Orissa, Himachal Pradesh, Tripura and Pondicherry. The local boards managed three professional colleges in Bombay, one special education college in Madras and one college for general education each in Bombay, Madras and Mysore. A large number of arts and science colleges in Bihar and Uttar Pradesh, professional colleges in Bombay and special education colleges in Jammu and Kashmir were managed by unaided private bodies.

The State-wise break up of colleges for the year 1956-57 and 1957-58 is given in Table LXIII. The number of arts and science colleges increased everywhere except in the States of Jammu and Kashmir, Himachal Pradesh, Manipur, Tripura and Pondicherry, where it remained stationery. There was a fall in the number of such colleges by one each in the States of Punjab and Kerala. All the States shared the increase in the number of professional education colleges except Bihar, Jammu and Kashmir and Delhi where the number remained unchanged. All the States recorded an increase in the number of special education colleges except Assam, Bihar, Bombay, Jammu and Kashmir, Kerala, Mysore, Rajasthan, Delhi, Manipur and Tripura where the number did not change.

Pupils

An analysis of the enrolment figures takes into account enrolment in school classes attached to some colleges as also of the classes II and XII of the higher secondary schools in Uttar Pradesh which provide education equivalent to the Intermediate standard in other States. Consequently enrolment figures have been given in two tables. Table LXIV gives the enrolment of universities and colleges by institutions irrespective of the standard of instructions provided, while Table LXV shows the number of pupils under instruction in classes comprising university and collegiate stage only.

Considering first the enrolment in colleges and university teaching departments, it increased from 7,50,195 to 8,03,942, the rate of increase being 7·2 per cent during the year as compared to 10·1 per cent during the previous year. Girls constituted 6·9 per cent of the total enrolment. The increase in enrolment was shared by all the States, except Andhra Pradesh, Kerala and Madras. In these States decrease was due to the introduction of three-year degree courses and in some cases due to the decline in the demand for studies in the Humanities.

The percentage of increase in the States was the highest in Assam (24·6) and the lowest in Uttar Pradesh (3·0). Similar positions in the Centrally Administered territories were occupied by Manipur (13·3 per cent), Delhi (5·7 per cent).

Of the total number of 8,03,942 students, 6,61,847 (82·4 per cent) were studying in arts and science colleges (including research institutions and university teaching departments) 1,24,051 (15·4 per cent) in professional and technical colleges and 17,634 (2·2 per cent) in special education colleges. The average daily attendance in the three types of colleges taken in order was 87·8, 88·9 and 85·1.

The distribution of enrolment in institutions managed by different agencies was 2,03,160 (25·3 per cent) in Government colleges, 2,346 (0·3 per cent) local board colleges and 5,98,436 (74·4 per cent) in colleges managed by private agencies.

Taking the university and collegiate stage (Table LXV), the total number of post-matric students in general as well as professional and technical and special education increased from 8,00,773 in 1956-57 to 8,62,075 in 1957-58, the rate of increase being 7·7 per cent. This enrolment constituted 2·3 per cent of the total enrolment at all stages from pre-primary to university education. Of the total number of students at the university and collegiate stages, 6,61,975 (76·8 per cent) took up arts and science courses 1,82,153 (21·1 per cent) professional and technical courses and 17,947 (2·1 per cent) special educational courses. Further details according to standard of instruction and courses of study are given in Table LXVI.

Co-education

Out of the total number of 1,05,858 girl students in arts and science colleges, 57,290 (54·1 per cent) studied in institutions for boys. The corresponding percentage in case of professional and special education colleges was 60·1. The extent of co-education in arts and science colleges and in colleges for professional and special education in different states is given in Table LXVII.

Table LXIV—Number of Pupils in Universities and Colleges

State	for Boys		for Girls		Total		Increase (+) or Decrease (—)	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	Number	Percentage
	2	3	4	5	6	7	8	9
Andhra Pradesh .	53,404	53,246	2,126	2,172	55,530	55,418	—112	—0.2
Assam .	14,858	18,522	960	1,193	15,818	19,715	+3,897	+24.6
Bihar .	57,508	68,103	1,716	2,125	59,314	70,228	+10,914	+18.4
Bombay .	1,08,689	1,19,856	3,641	5,397	1,12,330	1,25,253	+12,923	+11.5
Jammu & Kashmir .	5,135	5,635	1,939	2,157	7,074	7,792	+728	+10.3
Kerala .	33,498	27,634	4,985	4,057	38,483	31,691	—6,792	—17.6
Madhya Pradesh .	34,747	30,441	3,087	3,857	37,834	40,298	+2,464	+6.5
Madras .	47,499	45,816	5,495	5,511	52,994	51,327	—1,667	—3.1
Mysore .	38,138	41,780	3,757	4,189	41,895	45,969	+4,074	+9.7
Orissa .	7,196	8,852	275	277	7,471	9,129	+1,658	+22.2
Punjab .	44,702	50,306	5,473	6,275	50,175	56,581	+6,406	+12.8
Rajasthan .	34,222	37,627	3,604	3,604	37,826	41,231	+3,405	+9.0
Uttar Pradesh .	85,917	88,141	3,420	3,860	89,337	92,001	+2,664	+3.0
West Bengal .	1,12,729	1,22,641	7,940	9,801	1,20,669	1,32,442	+11,773	+9.8

A. & N. Islands	..	..	..	..	..	..	..	..	..
Delhi	15,612	16,636	3,023	3,057	18,635	19,693	+1,058	..	..
Himachal Pradesh	575	534	..	..	575	534*	-41	-7.1	..
L. M. & A. Islands	..	..	..	..	..	..	..	..	..
Manipur	1,473	1,669	..	..	1,473	1,669	+196	+13.3	..
Tripura	1,508	1,617	..	6	1,508	1,623	+115	+7.6	..
M. E. F. A.,	..	..	..	..	..	..	..	..	..
M. H. T. A.	..	..	..	..	..	..	..	..	..
Pondicherry	1,264	1,348	..	..	1,264	1,348	+84	+6.6	..
India	6,98,764	7,46,404	51,431	57,538	7,50,195	8,02,942	+53,747	+7.2	..

* Number of students reading at School classes attached to Intermediate Colleges not available.

Table LXV—Number of Pupils Receiving General, Professional

State	General					
	Boys		Girls		Total	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5	6	7
Andhra Pradesh .	37,212	36,624	4,200	4,516	41,412	41,140
Assam . . .	11,204	13,929	1,978	2,664	13,182	16,593
Bihar . . .	43,544	53,016	2,938	3,663	46,482	56,679
Bombay . . .	58,491	64,062	15,871	18,502	74,362	82,564
Janamu & Kashmir .	4,556	4,973	912	1,109	5,468	6,082
Kerala . . .	24,758	17,727	9,030	7,740	33,788	25,467
Madhya Pradesh .	13,227	13,996	2,421	2,889	15,648	16,885
Madras . . .	31,732	29,044	6,094	6,082	37,826	35,126
Mysore . . .	24,088	25,472	4,805	5,271	28,493	30,743
Oriassa . . .	5,295	5,910	634	735	5,929	6,645
Punjab . . .	34,527	38,708	6,522	7,554	41,049	46,262
Rajasthan . .	12,172	12,615	2,178	2,646	14,350	15,261
Uttar Pradesh .	1,41,663	1,44,329	16,978	18,195	1,58,641	1,62,524
West Bengal . .	75,285	82,085	18,427	21,488	93,712	1,03,573
Delhi . . .	8,414	9,534	2,504	3,410	10,819	12,944
Himachal Pradesh .	354	388	79	98	433	486
Manipur . . .	1,137	1,290	108	119	1,245	1,400
Tripura . . .	1,187	1,223	116	189	1,303	1,412
Pondicherry . .	144	154	22	26	166	180
India .	5,29,590	5,55,079	95,817	1,06,896	6,25,407	6,61,975

and Special Education at University Stage by States

Professional Education						State
Boys		Girls		Total		
1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	
8	9	10	11	12	13	
11,900	12,050	650	693	12,550	12,743	Andhra Pradesh.
2,397	2,985	74	68	2,471	3,053	Assam
11,969	12,565	285	296	12,254	12,861	Bihar
28,146	32,671	2,553	3,494	30,699	36,165	Bombay
214	216	59	87	273	303	Jammu & Kashmir
3,544	4,642	493	849	4,037	5,491	Kerala
7,921	10,158	465	544	8,386	10,702	Madhya Pradesh
11,191	11,668	962	1,032	12,153	12,700	Madras
9,102	11,397	1,009	1,245	10,111	12,642	Mysore
1,116	1,931	84	124	1,700	2,055	Orissa
5,538	6,025	1,575	1,892	7,113	7,917	Punjab
8,220	9,315	137	197	8,357	9,512	Rajasthan
23,590	25,699	1,254	1,446	24,844	27,145	Uttar Pradesh
21,597	22,790	1,025	1,325	22,622	24,115	West Bengal
3,525	3,733	555	577	4,078	4,310	Delhi
23	47	..	1	23	48	Himachal Pradesh
99	128	1	3	100	131	Manipur
139	141	..	1	139	142	Tripura
42	91	12	27	54	118	Pondicherry
1,50,271	1,68,252	11,193	13,901	1,61,464	1,82,153	India

Table LXV—Number of Pupils Receiving General, Professional and

State	Special Education					
	Boys		Girls		Total	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
	14	15	16	17	18	19
Andhra Pradesh	714	903	133	130	847	1,033
Assam . . .	41	34	..	..	41	34
Bihar . . .	452	2,775	25	107	477	2,882
Bombay . . .	477	520	312	346	789	866
Jammu & Kashmir . .	24	66	109	174	133	240
Kerala . . .	328	338	147	199	475	537
Madhya Pradesh . .	448	351	320	276	768	627
Madras . . .	1,544	2,102	378	486	1,922	2,588
Mysore . . .	173	414	51	50	524	464
Orissa . . .	487	403	12	18	499	421
Punjab . . .	131	146	18	30	149	176
Rajasthan . . .	699	905	16	11	715	916
Uttar Pradesh . .	2,310	2,435	493	533	2,803	2,968
West Bengal . .	1,478	1,593	1,346	1,459	2,824	3,052
Delhi . . .	491	632	445	499	936	1,131
Himachal Pradesh .	..	..	..	..	..	..
Manipur . . .	..	6	..	..	..	6
Tripura . . .	..	2	..	4	..	6
Pondicherry . .	..	..	..	..	..	..
India . . .	10,097	13,625	3,805	4,322	13,902	17,947

Special Education at University Stage by States—(Contd.)

Grand Total						State
Boys		Girls		Total		
1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	
20	21	22	23	24	25	26
49,826	49,577	4,983	5,339	54,809	54,916	Andhra Pradesh
13,642	16,948	2,052	2,732	15,694	19,680	Assam
55,965	68,356	3,248	4,066	59,213	72,422	Bihar
87,114	97,253	18,736	22,342	1,05,850	1,19,595	Bombay
4,794	5,255	1,080	1,370	5,874	6,625	Jammu & Kashmir
28,030	22,707	9,670	8,788	38,300	31,495	Kerala
21,596	24,505	3,206	3,709	24,802	28,214	Madhya Pradesh
44,467	42,814	7,434	7,600	51,901	50,414	Madras
34,203	37,283	5,865	6,566	40,128	43,849	Mysore
6,898	8,244	730	877	7,628	9,121	Orissa
40,196	44,879	8,115	9,476	48,311	54,355	Punjab
21,091	22,835	2,331	2,854	23,422	25,689	Rajasthan
1,67,563	1,72,463	18,725	20,174	1,86,288	1,92,637	Uttar Pradesh
98,360	1,06,468	20,798	24,272	1,19,158	1,30,740	West Bengal
12,428	13,899	3,504	4,486	15,932	18,385	Delhi
377	435	79	99	456	534	Himachal Pradesh
1,236	1,424	109	122	1,345	1,546	Manipur
1,326	1,366	116	194	1,442	1,560	Tripura
186	245	34	53	220	298	Pondicherry
6,89,958	7,36,956	1,10,815	1,25,119	8,00,773	8,62,075	India

Table LXVI—Distribution of Pupils at University Stage

Stage/Subject	Boys		Girls		Total		Increase (+) or Decrease (—)	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	Number	Percentage
	2	3	4	5	6	7	8	9
<i>General Education—</i>								
Intermediate	3,65,009	3,76,342	60,935	63,432	4,25,944	4,38,774	+12,830	+3.0
B.A./B.Sc.	1,38,850	1,52,135	29,868	37,344	1,68,718	1,89,489	+20,751	+12.3
M.A./M.Sc.	28,233	24,828	4,589	5,042	27,822	30,470	+2,648	+9.5
Research	2,498	2,784	425	478	2,923	3,262	+339	+11.6
Total	5,29,590	5,55,079	95,817	1,06,496	6,25,407	6,61,975	+36,568	+5.8
<i>Professional Education—</i>								
Agriculture	7,013	9,242	38	62	7,051	9,304	+2,253	+32.0
Commerce	60,861	62,712	442	494	61,303	63,206	+1,903	+3.1
Engineering & Technology	21,870	28,329	35	62	21,905	28,391	+6,486	+29.6
Forestry	427	512	..	..	427	512	+85	+19.9
Law	20,392	22,117	425	481	20,817	22,598	+1,781	+8.6
Medicine	22,712	25,072	4,577	5,245	27,289	30,317	+3,028	+11.1
Physical Education	412	535	66	116	478	651	+173	+36.2

Teachers' Training	11,677	14,644	5,584	7,494	17,261	22,051	-4,780	+27.8
Veterinary Science	4,644	4,863	15	29	4,659	4,832	+173	+3.7
Others	263	286	11	5	274	291	+17	+6.2
Total	1,50,271	1,63,232	11,193	13,961	1,61,464	1,82,133	+20,669	+12.8
<i>Special Education—</i>								
Music, Dancing & Other Fine Arts	1,628	1,672	2,110	2,100	3,738	3,772	+34	+0.9
Oriental Studies	5,425	8,308	477	721	5,902	9,029	+3,127	+53.0
Other Subjects	3,044	3,645	1,218	1,501	4,282	5,146	+864	+20.7
Total	10,997	12,625	3,805	4,322	13,962	17,947	+4,045	+29.1
Grand Total	6,83,958	7,89,856	1,10,815	1,25,119	8,08,773	8,62,075	+61,302	+7.7

Table LXVII—Number of Girls Studying for Higher Education

State	In Arts and Science Colleges*				In Colleges for Professional and Special Education			
	Number of Girls in Boys' Colleges	Number of Girls in Girls' Colleges	Total Number of Girls	Percentage of Boys' Colleges to total Number of Girls	Number of Girls in Boys' Colleges	Number of Girls in Girls' Colleges	Total Number of Girls	Percentage of Boys' Colleges to total Number of Girls
1	2	3	4	5	6	7	8	9
Andhra Pradesh .	2,492	2,077	4,569	54.5	687	95	782	87.9
Assam . . .	1,483	1,193	2,676	55.4	56	..	56	100.0
Bihar . . .	1,636	2,076	3,712	44.1	210	49	259	81.1
Bombay . . .	14,532	4,204	18,736	77.6	3,113	986	4,099	75.9
Jammu & Kashmir .	135	979	1,114	12.1	82	1,087	1,169	7.9
Kerala . . .	4,036	3,859	7,895	51.1	721	198	919	78.5
Madhya Pradesh .	2,081	2,028	4,709	44.2	998	458	1,456	68.5
Madras . . .	1,339	5,034	6,373	21.0	1,067	477	1,544	69.1
Mysore . . .	2,016	3,307	5,323	37.9	712	882	1,594	44.7
Orissa . . .	462	277	739	62.5	188	..	188	100.0
Punjab . . .	3,546	5,880	9,426	37.6	1,249	395	1,644	76.0

Rajasthan . . .	912	3,556	4,468	20.4	235	37	272	86.4
Uttar Pradesh . .	6,241	3,431	9,672	64.5	984	424	1,408	69.9
West Bengal . . .	14,504	7,851	22,355	64.9	1,035	1,757	2,792	37.1
Delhi . . .	1,406	2,216	3,622	38.8	154	839	993	15.5
Himachal Pradesh .	98	..	98	100.0	1	..	1	100.0
Manipur . . .	122	..	122	100.0	40	..	40	100.0
Tripura . . .	189	..	189	100.0	21	4	25	84.0
Pondicherry . . .	60	..	60	100.0	27	..	27	100.0
India . . .	57,290	48,568	1,05,858	54.1	11,580	7,688	19,268	60.1

*Includes enrolment in research institutions and university teaching departments.

Uttar Pradesh	1,465	114	2,413	223	609	97	141	5	4,028	439	5,067
West Bengal	965	44	3,354	458	1,360	75	294	42	5,973	619	6,592
Delhi	391	20	682	115	301	106	11	34	1,165	275	1,440
Karnachal Pradesh	..	..	41	1	8	1	..	..	49	2	51
Manipur	..	..	42	2	..	..	9	2	51	4	55
Tripura	..	..	56	3	14	1	10	1	80	5	85
Pondicherry	..	..	46	9	30	1	..	..	76	10	86
India	3,971	228	24,365	3,723	10,112	960	1,664	216	40,112	5,127	45,239

*Includes research Institutions.

Table LXIX—Pay Scales of Teachers in University Teaching Departments

University	Lecturer	Reader	Professor
1	2	3	4
	Rs.	Rs.	Rs.
Agra*	300—200—500—EB—25—800	500—25—800	800—50—1,250.
Aligarh	250—20—350—25—500	500—25—800	800—50—1,250
Allahabad	300—20—500—EB—25—800	500—25—800	800—15—1,250
Andhra*	210—15/2—300	(i) 400—40/2—600 (ii) 300—30/2—420 —40/2—500	(i) 750—50/2—1,000 (ii) 500—40/2—700
Annamalai	(i) 180—10—300—Engg. and Tech. (ii) 150—10—300 Others	250—15—400—20— 500	(i) 400—25—70—EB. 40—900 Engg. & Tech. (ii) 400—20—700 Others
Banaras*	(i) 300—20—600 Tech., Mining, Met., Engg. (ii) 250—20—450—25—600 Others (iii) 200—15—410—20—450 Intermediate Section	(i) 600—40—1,000 Tech., Mining, Met. Engg. (ii) 500—25—800 Others	(i) 1,000—50—1,750 Tech., Mining, Met., Engg. (ii) 800—50—1,250 Others
Baroda*	(i) 300—15—450 (ii) 200—15—350	400—25—600	700—50—1,000
Bihar	†	†	†
Bombay	300—25—600	500—25—800	800—50—1,250
Calcutta*	250—25—500—25—600	500—50/2—700	(i) 800—40—1,000— EB—50—1,250 (ii) 600—25—800
Delhi	250—25—500—30—560	500—25—800	800—50—1,250
Gauhati	250—25/2—600	500—50/2—700	700—50/2—1,000
Gorakhpur	300—20—500—EB—25—800	..	800—50—1,250
Gujarat	250—25—500	500—25—800	800—50—1,250
Jabalpur	250—25—500	400—25—550—EB— 25—800	800—40—1,000

*Scales relate to university colleges.

†There is no classification of Teachers according to designations. They are appointed in Classes I and II services as,

Class I—Rs. 350—25—650—EB—35—1,000

Class II—Rs. 200—20—220—25—320—EB—25—670—EB—20—750

**Table LXIX—Pay Scales of Teachers in University Teaching
Departments—(Contd.)**

University	Lecturer	Reader	Professor
1	2	3	4
Jadavpur	250—25—500	500—25—800	(i) 1,000—50—1,250 (ii) 600—40—1,000 Eng. & Tech. (iii) 800—50—1,250 Genl. Edn. College 800—50—1,250
Jammu & Kashmir	250—25—600	500—40—800	800—50—1,250
Karnatak	250—20—500	500—25—800	800—50—1,250
Kerala	150—10—240—15—300—20—400	400—30—600	(i) 500—50—800 (ii) 450—30—600
Kuruksetra	(i) 300—25—650 (ii) 250—20—450/25—650	500—30—800	..
Lucknow	(i) 350—25—600 Medicine (ii) 300—20—500 Others	(i) 600—30—900 (ii) 500—20—800 Medicine (iii) 500—25—800 Others	(i) 1,100—40—1,340 (ii) 900—40—1,140 Medicine (iii) 800—50—1,250 Others
Madras	(i) 200—15—350—20—450—25—500 (ii) 150—10—250	400—25—600	750—50—1,000
Mysore*	200—10—250—20—450	..	(i) 700—40—900—50—1,000 (ii) 400—25—550—30—700—40—820 (iii) 250—20—350—25—500
Nagpur	225—225—250—15—400	400—50—600—40—800	(i) 800—50—1,000 (Old) (ii) 800—40—1,000—50—1,250 (Revised)
Osmania	250—20—450—EB—25—550	400—25—550—EB—30—700	600—40—1,000—EB—50—1,200
Panjab	(i) 300—25—650 (ii) 250—20—450—10—460	500—30—800	800—50—1,250
Patna	(i) 350—20—370—25—445—EB—25—720—EB—40—800 (ii) 200—20—220—25—320—25—670—EB—20—750	(i) 600—40—840—40—1,000 Engg. (ii) 350—25—650—EB—35—1,000	(i) 850—50—1,250 (ii) 600—40—840—EB—40—1,000 Engg. (iii) 350—25—650—EB—35—1,000 Mathematics & Law
Poona	250—20—500	500—25—800	800—50—1,250
Rajasthan	250—20—450—25—600	500—30—800	800—50—1,250

* Scales to relate university colleges.

Table LXIX—Pay Scales of Teachers in University Teaching Departments—(Contd.)

University	Lecturer	Reader	Professor
1	2	3	4
Roorkee	250—25—400—EB—30—700 —EB—50—850	500—50—1,000—EB —1,250	2,000—100—2,500
Saugar	300—25—600—EB—30—900	..	900—50—1,350
S.N.D.T. Women's	(i) 200—15—350 (ii) 150—15—250	.. ..	(i) 300—20—500 (ii) 250—20—450
Sri Venkat- eswara	250—25—500	400—25—600	750—50—1,000
Utkal	(i) 200—700 Engg. (ii) 300—20—500 Language (iii) 200—15—300—EB—25 —435—25—610—EB—30 —750 Others	(i) 300—1,000 Engg. (ii) 300—320—25— 420—30—780— EB—40—860 Others	(i) 1,000—1,800 Engg. (ii) 800—50—1,250 Others
Vikram	300—20—600		(iii) 800—40—1,050
Viveka Bharati	(i) 200—20—400—EB—25— 450 (ii) 150—15—270—EB—15— —300—EB—20—400	400—25—700	700—50—1,000—50 —1,250

Table LXIX-A—Statistics of Evening Colleges

State	Number	Number of Pupil on rolls			Number of Teachers		
		Boys	Girls	Total	Men	Women	Total
1	2	3	4	5	6	7	8
<i>Affiliated</i>							
Assam	9	2,147	4	2,151	131	1	132
Bihar	2	128	..	128	7	..	7
Bombay	1	498	12	450	11	..	11
Madhya Pradesh	5	455	3	408	27	..	27
Mysore	1	23	3	26	12	1	13
Uttar Pradesh	11	1,926	93	2,019	67	2	69
West Bengal	11	18,786	127	13,913	478	3	481
Total	40	18,853	242	19,095	783	7	740
<i>Non-Affiliated</i>							
Bihar	3	907	30	937	42	4	46
Uttar Pradesh	5	318	647	965	55	7	62
West Bengal	5	663	796	1,459	99	15	114
Manipur	2	565	55	620	21	2	23
Total	15	2,453	1,528	3,981	217	28	245

Teachers

Table LXVIII gives the distribution of teachers in colleges and university teaching departments in various States. The total staff strength in these institutions during 1957-58 was 45,239 (40,112 men and 5,127 women) as against 42,135 (37,519 men and 4,616 women) in 1956-57. This represents an over-all increase of 6·8 per cent as compared to 7·1 per cent in 1956-57.

The scales continued to vary from State to State and within the same State in colleges under different managements. The scales of different categories of university teachers, lecturers, readers and professors are given in Table LXIX.

Evening Colleges

During the year 15 non-affiliated colleges and 40 colleges affiliated to various universities provided facilities for evening courses. The total enrolment in the affiliated colleges was 19,095 (including 242 girls) and was 3,981 (including 1,528 girls) in non-affiliated colleges. There were 733 men and 7 women teachers working in the affiliated colleges and 217 men and 28 women teachers in non-affiliated colleges.

Expenditure

The total direct expenditure on universities, colleges and other institutions of higher learning increased during the year under report from Rs. 32,04,69,016 to 36,32,33,945 of which Rs. 34,44,25,556 (94·8 per cent) were spent on institutions for boys and Rs. 1,88,08,389 (5·2 per cent) on those for girls. The break-up of expenditure on different types of institutions was: universities 9,80,51,508 (27·0 per cent), arts and science colleges Rs. 17,06,05,522 (47·0 per cent), professional and technical colleges Rs. 8,84,21,198 (24·3 per cent) and special education colleges Rs. 61,55,717 (1·7 per cent). The expenditure on colleges and universities constituted 19·9 per cent of the total direct expenditure on all types of institutions. The distribution of expenditure according to sources of income is given in Table LXXXI below :

Table LXX- Direct Expenditure on Universities and Colleges by Sources

Sources	1956-57		1957-58	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Government Funds . . .	15,60,83,431	48·7	18,50,85,802	51·0
Local Board Funds . . .	9,98,775	0·3	10,13,191	0·3
Fees	12,32,23,527	38·4	13,84,01,248	38·1
Endowments	92,39,105	2·9	1,13,63,414	3·1
Other Sources	3,09,24,178	9·7	2,73,70,290	7·5
Total	32,04,69,016	100·0	36,32,33,945	100·0

Table LXXI—Direct Expenditure on

State	Universities		Arts and Science Colleges*		Colleges for
	1956-57	1957-58	1956-57	1957-58	1956-57
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh.	45,01,242	60,79,504	1,04,84,397	1,13,49,198	45,26,498
Assam .	16,44,895	24,31,236	23,13,760	25,62,932	12,58,646
Bihar .	42,78,350	43,14,488	89,44,074	1,06,11,521	47,93,632
Bombay .	1,21,01,134	1,27,16,970	2,37,56,696	2,76,08,171	1,65,80,439
Jammu & Kashmir.	4,00,591	5,18,022	12,28,143	13,81,839	1,66,374
Kerala .	20,76,759	17,62,371	71,83,347	65,25,408	14,52,660
Madhya Pradesh.	16,42,809	21,29,625	77,59,060	80,24,553	43,65,001
Madras .	56,18,645	70,11,291	1,02,55,604	1,15,00,346	72,42,880
Mysore .	17,87,530	21,61,310	82,27,173	92,70,247	35,42,497
Orissa .	8,10,580	6,92,809	24,76,708	29,26,390	8,53,261
Punjab .	71,72,767	81,24,982	1,01,28,434	1,10,15,877	51,08,521
Rajasthan .	13,79,943	14,09,549	76,35,004	77,65,335	23,84,426
Uttar Pradesh.	3,54,26,133	3,41,63,397	1,86,80,395	2,08,61,948	64,64,284
West Bengal	94,21,736	1,05,67,535	1,74,28,824	1,95,21,465	1,32,54,851
Delhi .	36,87,602	39,68,419	85,95,223	1,89,01,285	58,12,065
Himachal Pradesh.	..	..	2,17,326	2,02,186	24,540
Manipur .	..	..	1,52,498	1,92,913	..
Tripura .	..	..	2,27,075	3,18,908	38,145
Pondicherry	..	..	67,500	65,000	24,871
India .	9,19,50,716	9,80,51,508	14,57,61,259	17,06,05,522	7,78,93,594

*Includes research Institutions.

Universities and Colleges by States

Professional Education	Colleges for Special Education		Total		State
	1956-57	1957-58	1956-57	1957-58	
7	8	9	10	11	
Rs.	Rs.	Rs.	Rs.	Rs.	
51,25,961	3,71,832	4,89,123	1,98,83,969	2,30,43,786	Andhra Pradesh.
16,99,014	7,421	6,788	52,24,731	66,99,970	Assam
56,25,763	2,11,016	2,47,867	1,82,27,072	2,07,99,639	Bihar
1,84,81,314	10,03,795	13,33,544	5,34,42,064	6,01,39,999	Bombay
2,29,165	1,27,283	1,49,546	19,22,391	22,78,572	Jammu & Kashmir
19,90,154	1,73,715	1,77,527	1,08,86,481	1,04,55,460	Kerala
48,95,297	4,56,053	6,65,959	1,42,22,932	1,57,15,434	Madhya Pradesh
84,78,484	3,23,167	4,93,517	2,34,40,296	2,74,83,638	Madras
48,75,614	2,39,506	2,64,588	1,37,96,706	1,65,71,759	Mysore
14,14,057	77,602	96,907	42,18,151	51,30,163	Orissa
53,00,961	..	20,653	2,24,09,722	2,44,62,473	Punjab
29,70,279	3,99,288	4,85,229	1,17,98,661	1,26,30,392	Rajasthan
63,51,687	4,06,500	5,40,311	6,09,77,312	6,19,17,343	Uttar Pradesh
1,37,57,153	6,28,524	7,58,654	4,07,33,935	4,46,04,807	West Bengal
69,90,496	4,17,949	4,03,041	1,85,12,842	3,02,63,241	Delhi
38,479	..	..	2,41,866	2,40,665	Himachal Pradesh.
..	12,576	15,223	1,65,074	2,08,136	Manipur
72,223	7,220	7,240	2,72,440	3,98,371	Tripura
1,25,097	..	..	92,371	1,90,097	Pondicherry
8,84,21,198	48,63,447	61,55,717	32,04,69,016	36,32,33,945	India

Table LXXI—Direct Expenditure on

State	Increase (+) or Decrease (—)		Percentage to Total Direct Expen- diture on Education		Percentage of	
	Amount	Percent- age	1956-57	1957-58	Govern- ment Funds	Local Board Funds
1	12	13	14	15	16	17
	Rs.					
Andhra Pradesh	+ 31,59,817	+ 15.9	16.3	13.7	32.4	0.2
Assam . . .	+ 14,75,239	+ 28.2	15.7	10.1	52.3	0.1
Bihar . . .	+ 25,72,567	+ 14.1	20.8	3.4	48.6	0.0
Bombay . . .	+ 66,97,935	+ 12.5	17.3	13.3	38.4	1.4
Jammu and Kashmir	+ 3,56,181	+ 18.5	20.1	16.6	74.6	..
Kerala . . .	— 4,31,021	— 4.0	12.9	10.5	31.1	..
Madhya Pradesh	+ 14,92,502	+ 10.5	16.3	11.8	71.6	0.2
Madras . . .	+ 40,43,342	+ 17.2	16.4	11.9	40.3	0.2
Mysore . . .	+ 27,75,053	+ 20.1	16.1	13.2	50.9	0.2
Orissa . . .	+ 9,12,012	+ 21.6	14.6	9.6	68.3	..
Punjab . . .	+ 20,52,751	+ 9.2	23.0	18.8	29.9	0.1
Rajasthan . .	+ 8,31,731	+ 7.1	22.3	16.8	64.9	..
Uttar Pradesh	+ 9,40,031	+ 1.5	27.0	20.3	57.8	..
West Bengal .	+ 38,70,872	+ 9.5	24.2	16.7	53.4	..
Delhi . . .	+ 1,17,50,399	+ 63.5	39.8	37.6	85.4	..
Himachal Pradesh	— 1,201	— 0.5	4.0	3.0	64.0	..
Manipur . . .	+ 43,062	+ 26.1	7.4	6.1	28.9	..
Tripura . . .	+ 1,25,931	+ 46.2	5.6	3.5	61.9	..
Pondicherry .	+ 97,726	+ 105.8	5.9	5.9	91.1	..
India . . .	+ 4,27,64,929	+ 13.3	20.1	15.1	51.0	0.3

Universities and Colleges by States—(Contd.)

Expenditure (1957-58) met from			Average Annual Cost per Pupil (1957-58)			State
Fees	Endowments	Other Sources	In Arts & Science Colleges	In Colleges for Professional Education	In Colleges for Special Education	
18	19	20	21	22	23	
			Rs.	Rs.	Rs.	
44.8	4.6	18.5	257.7	686.8	633.6	Andhra Pradesh
43.3	0.3	4.0	152.2	1,034.7	617.1	Assam
41.0	1.0	9.4	185.5	615.0	533.3	Bihar
49.4	2.9	7.9	337.4	463.7	1,026.6	Bombay
18.6	4.0	2.8	230.2	827.4	106.3	Jammu & Kashmir
63.8	..	5.1	239.1	526.8	350.2	Kerala
23.4	2.2	2.6	263.0	760.8	370.2	Madhya Pradesh
44.6	13.8	1.1	324.9	815.2	263.6	Madras
44.8	..	4.1	291.3	391.9	189.8	Mysore
24.2	3.3	4.2	419.5	822.6	285.1	Orissa
59.2	6.4	4.4	223.3	766.6	312.9	Punjab
24.6	7.9	2.6	226.6	691.1	230.6	Rajasthan
25.2	1.3	15.7	384.0	1,119.5	261.0	Uttar Pradesh
41.2	1.0	4.4	178.2	1,349.1	260.0	West Bengal
11.3	0.5	2.8	1,365.8	1,358.2	782.7	Delhi
28.0	4.2	2.9	416.1	801.7	..	Himachal Pradesh
64.3	6.8	..	125.2	..	118.0	Manipur
37.4	0.7	..	209.3	776.7	1,206.6	Tripura
8.9	..	..	52.9	1,060.0	..	Pondicherry
38.1	3.1	7.5	282.1	710.4	349.1	India

Government funds and fees accounted for 51·0 per cent and 38·1 per cent of the expenditure respectively while the share of local boards was negligible.

Of the total expenditure, Rs. 12,33,89,934 (34·9 per cent) was spent on Government institutions, Rs. 13,65,151 (0·38 per cent) on local board colleges and Rs. 23,84,78,860 (65·6 per cent) on institutions managed by private bodies. In 1956-57, these percentages were 33·4, 0·4 and 66·2 respectively. The average annual cost per pupil was Rs. 282·1 in arts and science colleges, Rs. 716·4 in professional and technical education colleges and Rs. 349·1 in special education colleges. The corresponding figures for 1956-57 were Rs. 254·8, Rs. 727 and Rs. 318 respectively.

Table LXXI compares the expenditure on universities and colleges (separately for general, professional and special education) in different States for the years 1956-57 and 1957-58. Increased expenditure was reported by all the States except Kerala and Himachal Pradesh where it decreased. In Himachal Pradesh, the decrease was nominal and in Kerala, it was due to the decrease in the number of institutions following re-organisation of the States.

Among the States and the Territories, the highest increase was shown by Pondicherry (105·8 per cent) and the lowest by Uttar Pradesh (1·5 per cent). Figures in col. (15) give the percentage of expenditure incurred on the universities and colleges to the total direct expenditure during the year. The percentage varied from 8·3 in Kerala to 20·5 in Uttar Pradesh among the States and from 3·9 in Himachal Pradesh to 37·6 in Delhi among the Territories. The percentage of expenditure on institutions for higher education met from various sources is given in cols. (16) to (20) of Table LXXI. Taking all the States, the contribution from Government funds was highest in Jammu and Kashmir (74·6 per cent) followed closely by Madhya Pradesh (71·6 per cent) and the lowest in Punjab (29·9). The share of the local boards was insignificant in the States where they managed such institutions. Fees met 63·8 per cent of this expenditure in Kerala, 59·2 per cent in Punjab and 49·4 per cent in Bombay. In the Centrally Administered Territories, the highest contribution from Government funds was in Pondicherry (91·1 per cent) and the lowest in Manipur (28·9 per cent). Fees met 64·3 per cent of the expenditure in Manipur, 37·4 per cent in Tripura and 8·9 per cent in Pondicherry.

An idea of the average annual cost in arts and science colleges, professional and technical colleges and special education colleges in different States can be had from the figures in cols. (21) to (23) of Table LXXII. As usual wide variations are noticeable among the different States in this respect.

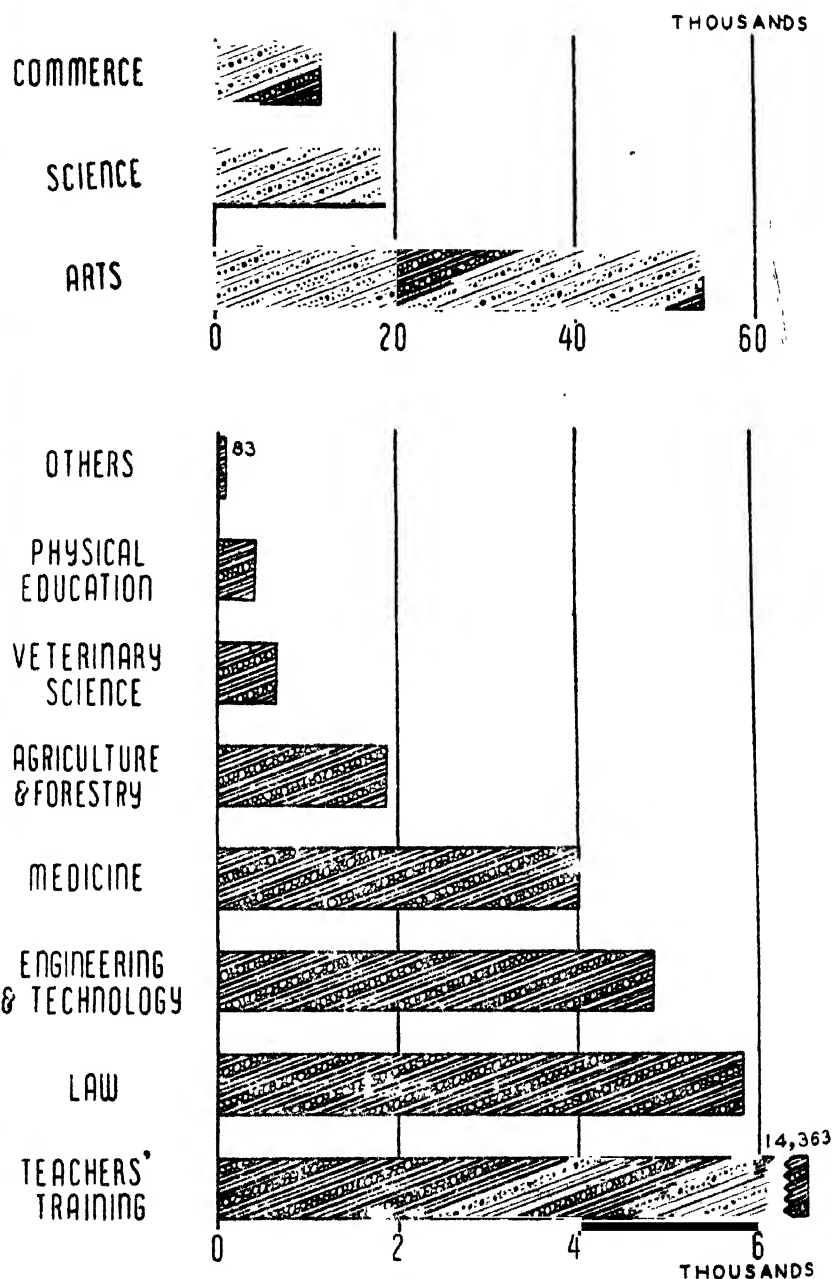
Scholarships and Stipends

The following schemes of the Government of India for higher studies in the country were in operation during 1957-58 :

- (i) Scheduled Castes, Scheduled Tribes and Other Backward classes Scholarships.
- (ii) Research scholarships in the Humanities.
- (iii) Research Training Scholarship and National Research Fellowship Scheme in Science and Technology.
- (iv) Central States Scholarships Scheme.

OUTPUT OF GRADUATES

1957-58



(v) Cultural Scholarships for students of indigenous and of Indian origin from Asian, African and Commonwealth countries.

Under scheme (i) a sum of Rs. 202.20 lakhs was distributed as scholarships to 44,415 students, of whom 26,447 were scheduled castes, 4,300 scheduled tribes and 13,668 other backward classes.

Under the Research Scholarships in the Humanities, 34 candidates were selected in the year under report. The Central States scholarships scheme was open only to persons by birth or domicile residents of the Union Territories. Five candidates were sent abroad in 1957-58 under the scheme.

Almost all the universities had provision for research scholarships. Free places to the extent of 5 to 15 per cent were granted to poor and deserving students. Students belonging to scheduled castes, scheduled tribes and other backward classes received stipends and/or freeships.

During 1957-58, the total expenditure on scholarships and stipends in universities and colleges amounted to Rs. 4,02,08,438. Besides, a sum of Rs. 1,07,99,783 was foregone on account of free-places and Rs. 27,16,290 spent on other financial concessions.

Examination Results

The following table gives the result of intermediate, degree and post-graduate examinations held during 1956-57 and 1957-58.

The State-wise distribution of passes in I.A. and I.Sc., B.A. and B.Sc., M.A. and M.Sc. and professional examinations (degree and equivalent) is shown in Table LXXIV.

Table LXXII—Examination Results

Examination	Number Appeared		Number Passed		Pass Percentage	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5	6	7
I.A.*	2,13,004	2,05,042	93,246	84,850	43.8	41.4
I.Sc.	99,838	96,484	43,564	41,322	43.6	42.8
B.A. (Pass & Hons.)	90,427	1,10,640	46,438	54,201	51.1	49.0
B.Sc. (Pass & Hons.)	37,764	40,285	18,079	18,978	47.9	47.1
M.A.	12,768	14,162	10,070	11,502	78.9	81.2
M.Sc.	3,526	3,761	2,832	2,982	80.3	79.3
Professional Subjects†	62,878	74,237	41,048	43,994	65.3	60.6

*In Andhra Pradesh and Madras I.A. includes I.Sc. also.

†Degrees and equivalent diplomas only.

Table LXXXIII.—Number of Passes in

State	Intermediate (Arts & Science)			B.A. and B.Sc. (Pass & Hons.)		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra Pradesh .	8,161	690	8,851	4,766	627	5,393
Assam	2,437	469	2,906	1,013	194	1,207
Bihar	9,665	1,079	10,744	3,976	396	4,372
Bombay	13,505	3,759	17,264	7,328	2,923	10,251
Jammu & Kashmir .	932	233	1,165	649	125	774
Kerala	1,210	429	1,639	3,073	1,190	4,263
Madhya Pradesh .	2,527	663	3,190	1,526	354	1,880
Madras	1,690	211	1,901	4,720	1,069	5,789
Mysore	5,249	1,161	6,410	2,485	507	2,992
Orissa	1,442	205	1,647	709	57	766
Punjab	8,449	2,893	11,342	6,423	2,181	8,604
Rajasthan . . .	5,257	809	6,066	1,451	328	1,779
Uttar Pradesh .	25,558	4,693	30,251	11,870	2,742	14,612
West Bengal . .	18,636	3,322	21,958	6,470	2,391	8,861
Delhi	190	..	190	907	512	1,419†
Himachal Pradesh .	37	13	50	17	3	20
Manipur	242	10	252	55	2	57
Tripura	287	31	318	102	17	119
Pondicherry . .	27	1	28	18	3	21
India	1,05,501	20,671	1,26,172	57,558	15,621	73,179

†This includes passed in Jamia Sanadi.

Different University Examinations

M.A. & M.Sc.			Research (including Professional Subjects)			(Professional (Degrees and equivalent Diplomas only)			State
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
8	9	10	11	12	13	14	15	16	17
267	66	333	19	2	21	2,635	209	2,844	Andhra Pradesh
116	17	133	..	..	..	223	17	240	Assam
1,106	92	1,198	8	..	8	2,772	95	2,867	Bihar
1,439	390	1,829	62	4	66	6,508	802	7,310	Bombay
32	11	43	..	..	..	126	73	199	Jammu & Kashmir
115	59	174	5	1	6	1,636	530	2,166	Kerala
602	134	736	..	..	..	1,982	171	2,153	Madhya Pradesh
326	68	394	22	10	32	2,987	437	3,424	Madras
228	47	275	12	..	12	1,943	110	2,053	Mysore
84	10	94	2	..	2	328	23	351	Orissa
1,047	271	1,318	8	..	8	2,573	1,210	3,783	Punjab
563	126	689	..	..	..	1,633	81	1,714	Rajasthan
4,360	1,008	5,368	188	11	199	7,023	834	7,857	Uttar Pradesh
986	431	1,417	53	10	63	5,498	491	5,989	West Bengal
315	168	483	3	..	3	808	174	982	Delhi
..	..	..	..	..	..	17	1	18	Himachal Pradesh
..	..	..	..	..	..	..	..	..	Manipur
..	..	..	..	..	..	41	1	42	Tripura
..	..	..	..	..	..	2	..	2	Pondicherry
11,586	2,898	14,484	382	38	420	38,735	5,259	43,994	India

CHAPTER VII

TRAINING OF TEACHERS

Teachers' training occupies a pivotal position in any system of education. With the acceptance of Basic education as the national system and the reconstruction of Secondary education, teacher training has necessarily had to adopt a bias towards craft teaching. During the year under review, a large number of non-basic teacher training institutions were converted into the basic type in addition to the opening of new basic teacher training institutions. Besides, short-term inservice training courses were organised by State Education Departments to train non-basic teachers in craft teaching. In order to make teachers competent in social work also, the training college curricula gave due weightage to craft work, village improvement, social welfare and community activities. The State Education Department and various teachers' associations continued to organize refresher courses, seminars, conferences, study circles, discussion groups etc., where teachers met and exchanged ideas and experiences.

During the First Plan, the All India Council for Secondary Education had set up 23 Extension Services Centres in selected training colleges. The impact of these centres on the teacher training programme was so encouraging that 29 more Centres were opened during this year. At its fifth meeting held in June 1957, the Council recommended that the extension services project should ultimately become an integral part of every training college in the country. In order to give competence to the coordinators of Extension Departments in organising inservice activities, the Council conducted a ten day workshop for them at Delhi.

The Government of India decided to establish, during the year, an Institute of English Studies under the control and supervision of an autonomous body. The main objectives of the Institute were *inter alia* (i) to train secondary school teachers and lecturers in English of training colleges and Inspectors from various States in the use of modern techniques in teaching English, (ii) to conduct research into the special problems of Indian students of English and to prepare suitable text books and syllabi and (iii) to train English teachers in other countries of South Asia that may not have similar facilities in their own countries.

The Central Advisory Board of Education at its twenty-fifth meeting held at New Delhi on the 6th and 7th of February, 1958, recommended the expansion and improvement of the existing secondary training colleges with a view to providing better training facilities, refresher courses as well as higher training to teach diversified subjects. The Board also agreed to the integration of basic graduate and basic under-graduate training institutions, where conditions favoured such integration. Other recommendations made by the Board in the field of teachers' training were (i) the provision of training facilities in subjects like technology, agriculture, commerce etc. and (ii) the recognition of the post-graduate Basic Training Diplomas by universities which had not recognised them so far.

The Central Institute of Education, Delhi, the only training Institute under the administrative control of the Ministry of Education, further expanded its activities, of which special weeks devoted to the study of specific aspects of education deserve mention.

On the recommendations of the Hindi Shiksha Samiti at its 10th meeting held in July, 1957, a model syllabus was prepared for Hindi teachers' training colleges in the non-Hindi speaking States.

A brief account of the main developments in the field of teachers' training in different States is given below :

Andhra Pradesh

In order to increase the number of trained teachers, the one year secondary grade training course introduced in 1956-57 in the Andhra area, was extended to 8 more schools during the year under report. The duration of Basic training course in Telangana area was reduced from two to one year and the syllabus was suitably revised. Pandits' Training courses in Telugu and Hindi were continued in the Government Training College, Rajahmundry. A similar course in Sanskrit could not be conducted for want of sufficient number of candidates.

The Post-Graduate Basic Training College, Pentapadu, conducted two retraining courses in Basic education, each of three months' duration, for the benefit of graduate trained teachers. In addition, 592 B. Ed. students from non-basic training colleges were provided a month's training in community living in this institution.

The Extension Services Project was extended to the government training colleges at Warangal and Rajahmundry during the year. The scheme of training craft instructors initiated in 1955-56 was continued. A training school for pre-primary school teachers was established at Pentapadu under the scheme of improvement of pre-primary education under Second Five Year Plan.

Assam

During the year under report, two post-graduate training colleges were established at Jorhat and Titabar, the former for B.T. Degree and the latter for Basic Training Diploma.

Bihar

With effect from July, 1958, the State government introduced a two years training course in junior training schools in the place of the previous one year's course. The seating capacity was increased from 50 to 100 in 15 out of 39 junior training schools. Facilities were provided for untrained teachers with seven years' experience for undergoing training in the senior training schools and the reservation quota for untrained teachers in junior training schools was also raised from 25 to 50 per cent during the year. The Government deputed 50 non-gazetted inspecting officers and teachers of junior training schools for receiving intensive short term training of six months' duration in Basic education at the Senior Training School, Bikram. The Quilaghat junior training school for men was converted into junior training school for women. Sanction was also accorded for the opening of a junior training school for women at Daltonganj with effect from July, 1957.

Bombay

The revised syllabus introduced in the primary training schools in erst-while Bombay State in 1956-57 was extended to institutions in the new components of the State during the year. Teachers holding P.T.Cs. or Junior Certificates were permitted to appear for the Senior Certificate examination.

The Government Basic Training Centre, Porbander, was revived during the year. The University of Gujarat recognised the Diploma in Education awarded by Rajpipla and Porbander centres as equivalent to the B.Ed. degree.

The government appointed a Committee for revising the syllabus of pre-primary training institutions. The Committee's recommendation to introduce a revised syllabus was accepted by the government. Revised syllabus which provides for one year's course for matriculates and two years' course for P.S.C. passed teachers was to come into force with effect from June, 1958. Teachers from government and non-government multipurpose schools were deputed for the seminar-cum-training courses in Agriculture, Commerce, Home Science, and Fine Arts organised by All India Council for Secondary Education. The number of stipends available at government basic training colleges was increased from 25 per cent to 50 per cent of the enrolment besides the value of such stipends from Rs. 30 to Rs. 40 per month. 3 primary training schools were selected for conducting training courses in Hindi.

Jammu and Kashmir

During the year, teachers' training continued to be provided in 2 training colleges, 8 teachers' training schools and two training classes attached to high schools at Poonch and Kargil. The State Government made provision for the opening of one more training college and six training schools in the Second Five Year Plan.

Kerala

The unified scheme of training undergraduate teachers was continued in 1957-58. The State Government constituted a committee for the purpose of integrating T.T.C. Course with Basic training so as to have a common 2 years' course. The new scheme was to get into operation from 1958-59.

A refresher course in English was conducted in the Government Training College, Trichur, under the auspices of the British Council, Madras.

Madhya Pradesh

A Post-graduate Basic Training College was started at Ujjain in November 1957. It prepared students for B.Ed. (Basic) degree course. Under the scheme "Short courses of training in Basic Education", seminars were held at Panchmari, Raipur, Shivpuri, Bhopal, Kundeshwar and Rewa during the year with a view to acquaint teachers with the special methods of teaching Basic education at the senior level. All except three non-basic training schools in the State, were converted into the basic pattern.

Madras

During the year, 2 basic training Institutions (one college and one school) and 2 non-basic institutions (one college and one school) were newly opened. Besides, 16 non-basic training schools were converted into the basic type. Under the scheme of retraining elementary and secondary grade teachers in

Basic education, 3,176 teachers were retrained in courses organised in 29 basic training schools. Seventy-six graduate trained teachers were retrained in Basic education for five months at the Ramakrishna Vidyalya Gandhi Basic Training School, Perianaickenpalayam.

A national seminar of the principals of post-graduate basic training colleges was held at Ramakrishna Vidyalya, Perianaickenpalayam, under the auspices of the Government of India, Ministry of Education. Two Pandits' training courses, each of five months' duration were conducted at the Teachers' Training College, Saidapet.

Mysore

The training capacity of post-graduate basic training college at Doddebelloppur has increased from 30 to 50 the scheme of re-training of teachers in teacher training institutes continued during the year under review.

Orissa

Ten new training schools for primary school teachers were opened during the year. One school for training craft instructors was opened at Khallikode. Preliminary arrangements were made for starting a secondary training school in the District of Sundergarh. The Radhanath Training College, Cuttack, introduced course of M.Ed. degree and organised extension service department.

A condensed 6 months' course in Basic Education for trained primary school teachers was introduced in two basic training schools, where 100 teachers were retrained during the year. Four seminars were organised with the specific purpose of bringing about closer contact between the teachers of primary and junior basic schools.

Punjab

A notable feature in the field of teachers' training in the State was the introduction of a two year' junior basic training course. All the junior teacher training institutions of the erstwhile Pepsu State were converted into the Basic pattern and tuition fees charged therein hitherto were abolished. Refresher courses in Basic education were conducted at different places for the benefit of trained teachers and inspecting staff.

One non-basic and two basic training colleges were started during the year. The Government took over the management of the Teacher Training Institute, Nai Talim Centre, Faridabad.

Rajasthan

The State Government started a basic teachers' training college at Ajmer and a basic S.T.C. school each at Dholpur, Kuchaman, Jaswantpura and Deoli. Conferences, seminars, group discussions, etc., were organised for teachers.

Uttar Pradesh

The scheme of in-service training, launched in October, 1956 under the Second Five Year Plan, was continued in selected government and non-government training institutions. The programme of in-service training for untrained graduate teachers of aided higher secondary schools was intensified by starting one more Centre at the T.D. Training College, Jaunpur. In-service Training for untrained Hindi teachers was also started from July, 1957 at the Government Central Pedagogical Institute, Allahabad and D.S. Training College, Aligarh. Besides, 10 in-service training courses each of 3 months' duration were organised for C.T. and L.T. grade teachers of different subjects.

The duration of the training course at the C.T. Training Colleges for Women, Lucknow, was increased from one to two years with effect from July, 1957.

The Government Central Pedagogical Institute at Allahabad under-took many projects during the year. Special mention may be made of the 'Handbook of Suggestions' for basic school teachers, the first volume of which was completed during the year. The Institute also organised a summer course for lecturers of training colleges at Mussoree with the help of its Language Teaching Department. Thirty-six lecturers from Uttar Pradesh and 15 from outside the State attended the course.

West Bengal

To cope with the increased demand for trained teachers, additional seats were provided in the existing training institutions. Besides, 2 junior basic training schools, one senior basic training school and one post-graduate training college were also opened during the year.

A craft teacher training centre was opened at the Bengal Engineering College, Shibpur, for teachers of mechanical craft. A Hindi teachers' training college was started in Calcutta in collaboration with the West Bengal Rashtra Bhasha Prachar Samiti.

To meet the shortage of science teachers particularly in multi-purpose schools, the State government considered a proposal to arrange a 6 months' short course in science subjects for the existing graduate teachers in science.

Delhi

The Teachers' Training School, Bela Road, which had provided J.V. and J.A.V. training of the traditional type till 1956-57 was converted into the Basic Teachers' Training Institute in August, 1957.

The Delhi Administration organised five seminars for teachers and heads of schools.

Himachal Pradesh

The B.Ed. class was started from September 1957 at the B.T. College, Anhar, and the college was shifted to Solan. Thirty women teachers were deputed for the intensive training course conducted by the Extensive Training Centre, Mashobra.

L. M. & A. Islands

There was no teachers' training institute in the Territory. One Islander, however, under-went the secondary grade teacher training course in the Kerala State and another was deputed for training in 'Mahal' language in the Maldiva Island.

Manipur

To provide increased training facilities, the seating capacity of the Basic Training Institute was increased and more instructors were appointed.

Tripura

Under the scheme of organising short courses of four weeks' duration for training un-trained teachers in methods of correlated teaching through crafts, 162 teachers received training during the year under report.

N. E. F. A.

Ninety-one teachers were imparted training in Buniyadi Shiksha Bhavan Chauglang, the only training institution in the Agency.

Pondicherry

Twenty-one men and 12 women completed training at the Pedagogic Centre, Pondicherry.

TRAINING SCHOOLS

Institutions

The total number of training schools in the country decreased from 916 (658 for men and 258 for women) in 1956-57 to 901 (657 for men and 244 for women) during the year. Their distribution according to management was: government 543 (60·3 per cent), local boards 15 (1·7 per cent), private aided bodies 275 (30·5 per cent) and private unaided bodies 68 (7·5 per cent). The corresponding percentages for the year 1956-57 were 58·5, 1·8, 29·8 and 9·9 respectively. Besides these training schools, some secondary schools and training colleges also provided facilities for the training of primary school teachers.

Table LXXIV gives a comparative picture of the number of teacher training schools in different States and Union Territories during the years 1956-57 and 1957-58. The States which reported a rise in the number of training schools were Kerala (7), Madhya Pradesh (6), Orissa (2), Rajasthan (4) and West Bengal (2). The number of training schools, however, decreased in Andhra Pradesh (5), Bombay (14), Madras (1), Mysore (8), Punjab (4), Uttar Pradesh (3) and Tripura (1), due mainly to the reclassification and upgrading of the institutions. In some cases these were closed down as an economy measure. In Assam, Bihar, Jammu & Kashmir, Delhi, Himachal Pradesh, Manipur & N.E.F.A., the number of these institutions remained the same. Facilities for the training of primary school teachers were not available in the Territories of A. & N. Islands, L.M. & A. Islands and Pondicherry.

Table LXXIV—Number of Teachers' Training Schools

State	For Men		For Women		Total		Increase (+) or Decrease (—)	Number of Schools in 1957-58 Managed by			
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58		Govern- ment	Local Boards	Private Bodies	
										Aided	Unaided
1	2	3	4	5	6	7	8	9	10	11	12
Andhra Pradesh . . .	63	59	28	27	91	86	— 5	55	1	29	1
Assam . . .	29	29	5	5	34	34	..	17	11	5	1
Bihar . . .	74	73	14	15	88	88	..	63	..	23	2
Bombay . . .	101	108	88	67	189	175	— 14	55	1	90	29
Jammu & Kashmir . . .	8	6	..	2	8	8	..	8	..	..	..
Kerala . . .	27	31	10	13	37	44	+ 7	21	..	23	..
Madhya Pradesh . . .	40	44	6	8	46	52	+ 6	49	..	2	1
Madras . . .	77	79	61	58	138	137	— 1	70	..	65	2
Mysore . . .	26	19	5	4	31	23	— 8	13	..	10	..

Orissa . . .	43	45	2	2	45	47	+	2	45	..	1	1
Punjab . . .	20	13	8	11	28	24	—	4	15	..	6	4
Rajasthan . . .	22	26	2	2	24	28	+	4	27	..	1	..
Uttar Pradesh . . .	77	74	17	17	94	91	—	3	59	1	6	25
West Bengal . . .	44	45	10	11	54	56	+	2	39	1	15	1
Delhi . . .	1	1	2	2	3	3	..	..	2	..	..	1
Himachal Pradesh . . .	2	2	..	..	2	2	..	..	2	..	..	..
Manipur . . .	2	2	..	..	2	2	..	..	2	..	..	..
Tripura . . .	1	..	..	..	1	..	—	1	..	..	..	..
N.E.F.A. . . .	1	1	..	..	1	1	..	..	1	..	..	..
India . . .	658	657	258	244	916	901	—	15	548	15	275	68

Table LXXV—Number of Pupils in Teachers' Training Schools*

State	Men		Women		Total		Increase (+) or Decrease (-)	Output†		
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58		Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	7,775	5,565	1,891	1,301	9,666	6,866	- 2,800	4,097	1,100	5,197
Assam	1,650	1,900	297	331	1,947	2,231	+ 284	930	163	1,093
Bihar	6,375	5,915	975	996	7,350	6,911	- 439	4,889	725	5,614
Bombay	11,668	11,514	6,225	5,857	17,893	17,371	- 522	5,234	2,475	7,709
Jammu & Kashmir	492	426	166	120	658	546	- 112	336	150	486
Kerala	3,732	2,235	2,597	3,136	6,229	6,371	+ 42	1,633	1,345	2,978
Madhya Pradesh	4,677	4,940	468	576	5,145	5,516	+ 371	4,618	446	5,064
Madras	11,074	10,317	7,370	6,962	18,444	17,279	- 1,165	6,067	2,676	9,743
Mysore	3,173	2,667	663	691	3,836	3,358	- 478	1,636	451	2,087
Orissa	2,367	2,298	108	82	2,475	2,350	- 95	890	31	921

Punjab	.	.	.	.	6,542	2,334	2,515	1,979	9,057	4,313	-4,744	1,912	1,439	3,351
Rajasthan	.	.	.	.	2,005	2,447	148	164	2,153	2,611	+ 458	2,562	174	2,736
Uttar Pradesh	.	.	.	.	5,190	4,931	815	813	6,005	5,744	- 261	2,424	371	2,795
West Bengal	.	.	.	.	1,356	1,456	443	445	1,799	1,901	+ 102	1,317	505	1,922
Delhi	.	.	.	.	30	122	138	237	168	359	+ 191	120	233	353
Himachal Pradesh	.	.	.	.	160	150	38	48	198	198	..	124	43	167
Manipur	.	.	.	.	137	94	10	8	147	102	- 45	79	5	84
Tripura	.	.	.	.	58	43	23	20	81	63	- 18	37	19	56
N. E. F. A.	.	.	.	.	27	68	1	4	28	72	+ 44	17	1	18
India	.	.	.	.	68,488	60,422	24,891	23,770	93,379	84,192	-9,187	38,922	13,353	52,374

*Includes enrolment in attached classes.

†Includes private students.

Columns (9) to (12) of table LXXIV give the distribution of training schools by management. It will be seen that all the schools in Jammu and Kashmir, Himachal Pradesh, Manipur and N.E.F.A. were managed by government. In other States and Territories also the Government's share in the management was significant except in the case of Bombay and Kerala, where private bodies predominated. Of the 15 local board schools, 11 were situated in Assam alone.

Enrolment

The total number of pupil-teachers receiving training in training schools (including attached classes) decreased from 93,379 (68,488 men and 24,891 women) in 1956-57 to 84,192 (60,422 men and 23,770 women) in 1957-58 i.e. by 9·8 per cent. Of these, 52,274 (38,922 men and 13,352 women) candidates qualified for the award of the primary teacher training certificate as compared to 55,859 (42,032 men and 13,827 women) in 1956-57.

Table LXXV gives the State-wise distribution of pupil-teachers in training schools. Increase in enrolment was reported by Assam (284), Kerala (42), Madhya Pradesh (371), Rajasthan (458), West Bengal (102), Delhi (191) and N.E.F.A (44). The remaining States and Territories recorded a decrease. In Punjab, the fall was due to the abolition of J.B.T. classes attached to secondary schools and the raising of the duration of the training course to two years. In other States, the enrolment declined due to decrease in the number of institutions, as explained earlier, following reclassification, closure, restricted admissions, etc.

Expenditure

During the year, the total direct expenditure on training schools (excluding that on training classes attached to secondary schools and training colleges) increased by 12·3 per cent from Rs. 2,01,82,281 to Rs. 2,26,59,925. Of the total expenditure, Rs. 1,77,65,816 were spent on institutions for men and Rs. 48,94,079 on those for women. Government schools accounted for 76·6 per cent of the total expenditure, private schools 21·2 per cent and local boards 2·2 per cent. The corresponding percentages for 1956-57 were 74·7, 2·1 and 23·2 respectively. Source-wise break up of this expenditure is given in Table LXXVI below:

Table LXXVI—Direct Expenditure on Teachers' Training Schools by Sources

Source	1956-57		1957-58	
	Amount	Per-centage	Amount	Per-centage
1	2	3	4	5
	Rs.		Rs.	
Government Funds	1,70,49,706	84·5	1,96,06,581	86·5
Local Board Funds	89,620	0·4	75,712	0·3
Fees	11,71,789	5·8	11,15,770	4·9
Endowments	8,82,169	4·4	8,81,432	3·9
Other Sources	9,88,997	4·9	9,80,430	4·4
Total	2,01,82,281	100·0	2,26,59,925	100·0

As usual, government continued to bear the major share of the expenditure on training schools.

The average annual cost per pupil in training schools rose from Rs. 242·5 to Rs. 293·0 (Rs. 301·3 in schools for men and Rs. 266·2 in schools for women), which was met to the extent of Rs. 253·5 from government funds, Rs. 1·0 from local board funds and Rs. 38·5 from other sources.

Table LXXVII on the next page gives the State-wise account of expenditure on training schools in 1956-57 and 1957-58. The expenditure increased in all the States and Territories except Bihar, Kerala, Mysore, Orissa, Delhi and Tripura. Columns (11) to (15) of the table indicate the extent to which expenditure was met from different sources.

Fees and Stipends

Pupil-teachers in almost all government and local board schools and in some of the private institutions received free education. In addition, in-service trainees generally received their usual salaries. The government, as usual, reimbursed the fees of the pupil-teachers belonging to scheduled castes, scheduled tribes and other backward classes studying in private schools.

TRAINING COLLEGES

Institutions

During 1957-58, the number of teachers' training colleges for graduates and undergraduates rose to 203 (142 for men and 61 for women) from 133 (102 for men and 31 for women) in 1956-57. Most of the colleges for men enrolled women students also. Of the total number of colleges during the year, 96 were managed by Government, 77 by aided private bodies and the remaining 30 by unaided private bodies. In addition to training colleges, some arts and science colleges and teaching departments of the universities of Aligarh, Allahabad, Annamalai, Banaras, Calcutta, Gauhati, Gorakhpur, Kerala, Lucknow, Patna and Visva Bharati provided facilities for the training of teachers. Table LXXVIII gives the State-wise distribution of training colleges for the years 1956-57 and 1957-58. Of the total increase of 70, 33 were reported by Bombay State alone, the increase there being mainly due to reclassification of training schools as undergraduate training colleges. Of the remaining 37, Mysore reported an increase of 9 institutions, Orissa (8), Kerala (7), West Bengal (5), Assam, Madras and Punjab (2 each) and Madhya Pradesh, Rajasthan and Tripura (1 each). While in Andhra Pradesh, Bihar, Jammu and Kashmir, Delhi, Himachal Pradesh, the number of training colleges remained the same, it decreased by 1 in Uttar Pradesh. The Territories of A. & N. Islands, L.M. & A. Islands, Manipur and N.E.F.A. had no training facilities for secondary school teachers.

Enrolment

The total number of pupil-teachers in training colleges, university teaching departments and training classes attached to arts and science colleges rose from

Table LXXVII—Direct Expenditure on

State	On Schools for Men		On Schools for Women		Total	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh .	15,55,485	17,71,896	2,71,470	2,32,919	18,26,955	20,04,815
Assam . . .	8,66,531	9,12,141	48,740	63,035	9,15,271	9,75,176
Bihar . . .	18,91,298	18,37,734	1,95,532	2,17,223	20,86,830	20,54,957
Bombay . . .	26,64,633	28,53,334	14,72,530	15,99,565	41,37,163	44,52,899
Jammu & Kashmir .	2,52,074	3,58,983	..	63,290	2,52,074	4,22,273
Kerala . . .	6,04,989	6,03,889	1,08,636	1,02,456	7,13,625	7,06,345
Madhya Pradesh .	13,99,388	19,03,624	1,24,327	2,72,871	15,23,715	21,76,495
Madras . . .	12,20,333	15,10,348	8,65,427	9,72,365	20,85,760	24,82,713
Mysore . . .	10,99,995	10,52,908	1,13,727	1,31,784	12,13,722	11,84,692
Orissa . . .	3,39,438	2,72,968	26,824	26,898	3,66,262	2,99,866
Punjab . . .	4,34,868	3,56,910	1,38,448	2,96,408	5,73,316	6,53,318
Rajasthan . .	10,73,691	15,50,981	94,700	99,500	11,68,391	16,50,481
Uttar Pradesh .	19,62,081	21,34,875	5,61,935	5,50,291	25,24,016	26,85,166
West Bengal . .	3,71,415	4,54,589	1,64,870	1,75,761	5,36,285	6,30,350
Delhi . . .	29,400	27,472	90,483	89,713	1,19,883	1,17,185
Himachal Pradesh .	57,361	62,403	..	..	57,361	62,403
Manipur . . .	16,281	17,698	..	..	16,281	17,698
Tripura . . .	7,291	..	..	..	7,291	..
N. E. F. A. . .	58,080	83,093	..	..	58,080	83,093
India .	1,59,04,632	1,77,65,846	42,77,649	48,94,079	2,01,82,281	2,26,59,225

Teachers' Training Schools by States

Increase (+) or Decrease (—)		Average Annual Cost per Pupil	Percentage of Expenditure (1957-58) met from					State
Amount	Percentage		Government Funds	Local Board Funds	Fees	Endow- ments	Other Sources	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.						
+ 1,77,860	+ 9.7	295.4	89.9	..	0.7	7.3	2.1	Andhra Pradesh
+ 59,905	+ 6.5	445.5	98.8	..	0.2	0.2	0.8	Assam
— 31,873	— 1.5	297.3	95.3	..	0.3	0.2	4.2	Bihar
+ 3,15,736	+ 7.6	256.3	73.5	0.6	12.5	0.6	12.8	Bombay
+ 1,70,199	+ 67.5	804.3	100.9	..	..	..	..	Jammu & Kashmir
— 7,280	— 1.0	183.2	85.7	..	9.4	0.4	4.5	Kerala
+ 6,52,780	+ 42.8	396.0	98.5	..	0.5	0.7	0.3	Madhya Pradesh
+ 3,96,953	+ 19.0	149.1	68.9	..	3.2	23.1	4.8	Madras
— 29,030	— 2.4	442.7	91.1	..	4.7	0.8	3.4	Mysore
— 66,396	— 18.2	126.2	97.8	..	..	2.2	0.0	Orissa
+ 80,002	+ 14.0	389.1	75.0	0.2	15.1	5.1	4.6	Punjab
+ 4,82,090	+ 41.3	649.8	98.0	..	0.5	1.5	..	Rajasthan
+ 1,61,150	+ 6.4	467.3	91.2	0.3	6.8	0.4	1.3	Uttar Pradesh
+ 94,065	+ 17.5	342.0	85.8	6.1	2.7	4.0	1.4	West Bengal
— 2,698	— 2.3	369.7	78.7	..	18.1	..	3.2	Delhi
+ 5,042	+ 8.8	315.2	100.0	..	..	..	..	Himachal Pradesh
+ 1,417	+ 8.7	173.5	100.0	..	..	..	..	Manipur
— 7,291	— 100.0	..	..	..	..	..	..	Tripura
+ 25,013	+ 43.1	1,154.1	100.0	..	..	..	..	N.E.F.A.
+ 24,77,644	+ 12.3	293.0	86.5	0.3	4.9	3.9	4.4	India

Table LXXVIII—Number of Teachers' Training Colleges*

State	For Men		For Women		Total		In-crease (+) Dec-crease (—)	Number of Colleges (in 1957-58) Man- aged by		
	1956- 57	1957- 58	1956- 57	1957- 58	1956- 57	1957- 58		Gov- ern- ment	Private Bodies	
									Aided	Un- aided
1	2	3	4	5	6	7	8	9	10	11
Andhra . . .	6	6	1	1	7	7	..	5	2	..
Assam . . . .	..	2	..	..	..	2	+ 2	2	..	..
Bihar	4	4	1	1	5	5	..	3	2	..
Bombay . . .	17	27	1	24	18	51	+33	11	14	26
Jammu & Kashmir	2	2	..	..	2	2	..	2	..	..
Kerala	4	10	1	2	5	12	+ 7	4	8	..
Madhya Pradesh .	6	7	1	1	7	8	+ 1	7	1	..
Madras	11	12	3	4	14	16	+ 2	7	9	..
Mysore	15	22	9	11	24	33	+ 9	17	12	4
Orissa	2	10	..	..	2	10	+ 8	10	..	..
Punjab	11	13	4	4	15	17	+ 2	5	12	..
Rajasthan . . .	3	4	..	..	3	4	+ 1	2	2	..
Uttar Pradesh .	12	11	9	9	21	20	— 1	11	9	..
West Bengal . .	5	7	1	4	6	11	+ 5	5	6	..
Delhi	1	1	..	..	1	1	..	1	..	..
Himachal Pradesh .	1	1	..	..	1	1	..	1	..	..
Tripura	1	2	..	..	1	2	+ 1	2	..	..
Pondicherry . .	1	1	..	..	1	1	..	1	..	..
Total	102	142	31	61	133	203	+70	96	77	30

*Excludes university teaching departments and training classes attached to arts and science colleges.

17,261 (11,677 men and 5,584 women) to 22,051 (14,644 men and 7,407 women), recording an increase of 27·8 per cent (25·4 per cent in case of men and 32·6 per cent in case of women). Of these, the number of candidates who qualified for the award of degrees and equivalent diplomas during the year was 14,368 (10,148 men and 4,215 women) as against 12,975 (9,305 men and 3,670 women) in 1956-57. The number of pupil-teachers awarded certificates of teaching, however, increased from 5,101 (3,327 men and 1,774 women) to 5,293 (3,491 men and 1,802 women).

The State-wise distribution of students under training in 1956-57 and 1957-58 given in Table LXXIX shows that the enrolment increased in all the States and Territories except in Madras and Delhi. The largest increase was reported by Bombay (1,162) followed by Mysore (887), Orissa (627) and Kerala (612). The decrease in Madras and Delhi was negligible.

Table LXXIX—Number of Pupils in

State	Men		Women		Total	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5	6	7
Andhra Pradesh .	642	767	149	156	791	923
Assam . .	77	98	28	19	105	117
Bihar . .	501	544	91	87	592	631
Bombay . .	1,512	1,996	887	1,565	2,399	3,561
Jammu & Kashmir .	169	154	59	87	228	241
Kerala . .	462	880	298	492	760	1,372
Madhya Pradesh .	663	903	245	275	908	1,178
Madras . .	918	851	259	324	1,177	1,175
Mysore . .	1,238	2,016	830	939	2,068	2,955
Orissa . .	111	722	16	32	127	754
Punjab . .	2,507	2,382	1,295	1,581	3,802	3,963
Rajasthan . .	313	387	24	67	337	454
Uttar Pradesh .	1,666	1,903	826	987	2,492	2,890
West Bengal . .	700	831	450	640	1,150	1,471
Delhi . .	130	103	119	139	249	242
Himachal Pradesh .	23	47	..	1	23	48
Tripura . .	27	29	..	1	27	30
Pondicherry . .	18	31	8	15	26	46
India .	11,677	14,644	5,584	7,407	17,261	22,051

*Includes pupils in university teaching departments and training classes attached to arts & science

†Includes private

Teachers' Training Colleges*

Increase (+) or Decrease (—)	Out-put†						State
	Degree or Equivalent Diplomas			Certificates			
	Men	Women	Total	Men	Women	Total	
8	9	10	11	12	13	14	15
+ 132	680	148	828	160	16	176	Andhra Pradesh
+ 12	49	13	62	44	2	46	Assam
+ 39	827	67	894	..	..	..	Bihar
+ 1,162	1,002	452	1,454	1,268	949	2,217	Bombay
+ 13	126	73	199	..	..	..	Jammu & Kashmir
+ 612	809	462	1,271	..	..	..	Kerala
+ 270	607	137	744	147	68	215	Madhya Pradesh
— 2	738	315	1,053	276	120	396	Madras
+ 887	371	90	461	969	401	1,370	Mysore
+ 627	137	13	150	354	7	361	Orissa
+ 161	1,932	1,160	3,092	..	23	23	Punjab
+ 117	463	65	528	..	..	..	Rajasthan
+ 398	1,551	749	2,300	145	148	293	Uttar Pradesh
+ 321	724	374	1,098	85	16	101	West Bengal
— 7	102	95	197	8	40	48	Delhi
+ 25	17	1	18	..	..	..	Himachal Pradesh
+ 3	13	1	14	14	..	14	Tripura
+ 20	..	..	..	21	12	33	Pondicherry
+ 4,790	10,148	4,215	14,363	3,491	1,802	5,293	India

colleges and excludes pupils in training classes (school standard) in teacher training colleges.
students also.

Expenditure

The total direct expenditure on training colleges alone increased by Rs. 22,91,427 to Rs. 1,03,39,025, the percentage increase being 28·5. Of the total, the amount spent on institutions for men was Rs. 87,19,355 and that for women Rs. 16,19,670. The Government colleges accounted for 70·5 per cent of the total expenditure and those under private aided and private unaided managements, 25·8 per cent and 1·3 per cent respectively. The source-wise break-up of direct expenditure for the years 1956-57 and 1957-58 is indicated in the table LXXX below:

Table LXXX—Direct Expenditure on Teachers' Training Colleges by Sources

Source	1956-57		1957-58	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government Funds .	59,85,938	74·4	76,11,486	73·6
Fees . .	12,89,962	16·0	17,02,139	16·5
Endowments . .	4,01,130	5·0	5,17,060	5·0
Other Sources . .	3,70,568	4·6	5,08,340	4·9
Total .	80,47,498	100·0	1,03,39,025	100·0

Nearly three-fourths of the total expenditure was met from government funds.

The average annual cost per pupil in training colleges decreased from Rs. 575·6 to Rs. 541·4 (Rs. 573·1 in colleges for men and Rs. 417·0 in colleges for women). The extent to which this was met from different sources was: government Rs. 398·5, fees Rs. 89·2, endowments Rs. 27·1 and other sources Rs. 26·6.

Details of State-wise expenditure on training colleges are given in Table LXXXI. But for a fall of Rs. 38,492 and Rs. 28,574 in Andhra Pradesh and Delhi respectively, the rest of the States reported an increase.

Table LXXXI—Direct Expenditure on

State	For Men		For Women		Total	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh .	4,60,312	4,22,531	39,302	38,591	4,99,614	4,61,122
Assam . .	..	81,290	..	..	..	81,290
Bihar . .	2,66,478	2,92,710	44,538	33,027	3,11,016	3,25,737
Bombay . .	11,84,315	12,31,971	54,395	1,73,976	12,38,710	14,05,947
Jammu & Kashmir .	1,48,146	1,98,385	..	..	1,48,146	1,98,385
Kerala . .	2,03,697	4,48,529	32,877	60,233	2,36,574	5,08,762
Madhya Pradesh .	6,39,965	8,61,501	54,231	71,091	6,94,196	9,32,592
Madras . .	5,11,373	7,48,459	1,86,442	2,68,905	6,97,815	10,17,364
Mysore . .	7,38,041	11,00,591	1,49,216	1,77,643	8,87,257	12,78,234
Orissa . .	82,231	2,73,512	..	..	82,231	2,73,512
Punjab . .	6,88,304	7,87,722	1,55,851	1,77,928	8,44,155	9,65,650
Rajasthan . .	2,56,977	4,32,145	..	..	2,56,977	4,32,145
Uttar Pradesh . .	9,18,187	9,60,645	4,15,970	3,96,595	13,34,157	13,57,240
West Bengal . .	4,05,224	5,28,230	88,168	2,21,681	4,93,392	7,49,911
Delhi . .	2,56,121	2,27,547	..	..	2,56,121	2,27,547
Himachal Pradesh .	24,540	38,479	..	..	24,540	38,479
Tripura . .	38,145	72,223	..	..	38,145	72,223
Pondicherry . .	4,552	12,885	..	..	4,552	12,885
India .	68,26,608	87,19,355	12,20,990	16,19,670	80,47,598	1,03,39,025

Teachers' Training Colleges by States

Increase (+) or Decrease (—)		Average Annual Cost per Pupil	Percentage of Expenditure (1957-58) met from				State
Amount	Percent- age		Govt. Funds	Fees	En- dow- ments	Other Sour- ces	
8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.					
— 38,492	— 7.7	666.4	73.2	4.3	4.5	18.0	Andhra Pradesh
+ 81,290	+ 100.0	1,332.6	100.0	..	..	..	Assam
+ 14,721	+ 4.7	544.7	98.9	..	..	1.1	Bihar
+1,67,237	+ 13.5	437.2	47.5	34.6	6.0	11.9	Bombay
+ 50,239	+ 33.9	922.7	100.0	..	..	..	Jammu and Kashmir
+2,72,188	+ 115.1	373.5	36.5	60.2	..	3.3	Kerala
+2,38,396	+ 34.3	830.4	94.8	1.3	3.6	0.3	Madhya Pradesh
+3,19,549	+ 45.8	700.7	73.2	4.6	20.5	1.7	Madras
+ 3,90,977	+ 44.1	352.6	85.9	7.7	..	6.4	Mysore
+1,91,281	+ 232.6	362.7	98.2	..	..	1.8	Orissa
+1,21,495	+ 14.4	322.4	30.7	54.1	8.8	6.4	Punjab
+1,75,168	+ 68.2	823.1	78.3	12.6	3.8	5.3	Rajasthan
+ 23,083	+ 1.7	1,152.2	88.8	7.9	..	3.3	Uttar Pradesh
+2,56,519	+ 52.0	755.2	86.8	3.8	9.0	0.4	West Bengal
— 28,574	— 11.2	1,865.1	91.2	8.8	..	..	Delhi
+ 13,939	+ 56.8	801.6	100.0	..	..	..	Himachal Pradesh
+ 34,078	+ 89.3	776.6	100.0	..	..	..	Tripura
+ 8,333	+ 183.1	280.1	100.0	..	..	..	Pondicherry
+22,91,427	+ 28.5	541.4	73.6	16.5	5.0	4.9	India

CHAPTER VIII

PROFESSIONAL AND TECHNICAL EDUCATION

This Chapter gives an account of the progress achieved in the field of Professional and Technical education except teachers' training, dealt within the previous chapter.

The progress in the field was maintained this year also. New institutions were started and advanced courses at post-graduate level in several subjects were instituted. The admission capacity in the existing institutions was expanded and additional instructional facilities like equipment, buildings, staff etc. were provided for the purpose. A scheme was formulated for the improvement in scales of pay of teachers of educational institutions.

The eleventh meeting of the All-India Council for Technical Education and two meetings of the Co-ordinating Committee of the Council were held during the year. The Council and its Boards of Technical Studies made the following recommendations, some of which were implemented during the year :

- (i) the Council decided that the function of affiliating institutions for conducting the National Certificate and Diploma courses in Engineering and Technology and holding examinations leading to the award of the Councils' National Diploma and National Certificate, should be taken over by the respective State Boards of Technical Education, established already in almost all the States.
- (ii) the Council approved a scheme for rationalising and improving the salary structure of teachers of technical institutions on an all India basis, in order to attract the right type of personnel to the teaching profession. It was recommended that the Central Government should bear the major responsibility for the additional expenditure involved in improving the staff position in engineering and technical institutions. The scheme prepared by an expert committee in consultation with State governments, University Grants Commission and some of the leading technical institutions, envisaged the following salary scales for (i) post-graduate institutions (ii) institutions functioning at the first degree level and (iii) institutions offering diploma courses.

Designation of Staff	Post-graduate Institutions Category (i)	Degree Institutions Category (ii)	Diploma Institutions Category (iii)
1	2	3	4
Director/Principal	Rs. 2,000—2,500 (in exceptional cases an additional pay of Rs. 500 may be allowed).	Rs. 1,300—50—1,600— 100—1,800	Rs. 800—50—1,250
Professor (Senior Scale)	1,600—100—1,800	..	..
Professor (Ordinary Scale)	1,000—50—1,500	1,000—50—1,500	..

1	2	3	4
	Rs.	Rs.	Rs.
Head of Departments	..	..	600—40—1,000
Assistant Professor	600—40—1,000— 50/2—1,150	600—40—1,000— 50/2—1,150	
Workshop Superintendent	600—40—1,000— 50/2—1,150	600—40—1,000— 50/2—1,150	
Lecturer	350—350—380—380— —30—590—EB— 30—770—40—850	350—350—380— 380—30—590— EB—30—770—40— 850	350—350—380—30— 590—EB—30—770— —40—850
	(Rs. 410 as initial salary)		
Senior Instructor	..	..	260—10—300—15— 450—25/2—500
Junior Instructor	..	..	160—330

- (iii) the Board of Technical Studies in Architecture appointed a committee to suggest suitable additional centres to meet the need for expansion of training facilities in Town and Country Planning.
- (iv) the Board for Commerce appointed a high powered committee to survey the whole field of commercial education and to assess the present state of employment of commerce graduates with a view to suggest an integrated pattern of commercial education at all levels.
- (v) the Council through its Board for Engineering and Metallurgy approved a scheme of undergraduate course in Agricultural Engineering and recommended that the course should be started at selected centres with the regard given to the requirements for Agricultural Engineering graduates.
- (vi) the Council accepted the main recommendations of the joint committee of the A.I.C.T.E. and Inter-University Board, set up for the purpose of considering the admission qualifications for degree and diploma courses in Engineering and Technology and the structural changes required in the professional courses as a sequel to the re-organisation of Secondary education in the country. The recommendations were :
- (a) the first degree course in Engineering or Technology should be reorganised into a five-year integrated course with at least six months' practical training. Admission to the course should be made from candidates possessing Higher Secondary qualifications;
- (b) the duration of the diploma course should remain the same as at present, viz., three years, admission being made from candidates who have passed the S.S.L.C., Higher Secondary Certificate or Junior Technical School Certificate Examination;

- (c) all technical institutions working at the first degree or equivalent level should establish full-fledged departments of Mathematics and Physics. Certain provisions would also be made for the transition period.

On the recommendation of the All-India Council, the proposals received from the following private agencies for setting up new engineering and technical institutions were approved by the Government of India :

Engineering Colleges

- (i) Engineering College at Coimbatore by Rangaswamy Naidu Educational Trust;
- (ii) Engineering College at Madurai by Thiagaraja Endowment Trust; and
- (iii) Engineering College at Ludhiana by Nankana Sahib Educational Trust.

Polytechnics

- (i) Polytechnic at Hyderabad with the donation offered by Mir Akbar Ali Khan;
- (ii) Polytechnic at Madras by A.M.M. Charities Trust;
- (iii) Polytechnic at Pollachi by Nachimuthu Industrial Corporation;
- (iv) Polytechnic at Quilon by the S.N.D.P. Yogam;
- (v) Polytechnic at Pandamal by Nair Service Society; and
- (vi) Polytechnic at Kalady by Ramakrishna Advaitasramam.

Under the Second Five Year Plan of development of Technical education provision had been made by the State governments in the States' sector for the completion of schemes already initiated during the first plan period and for the improvement of the existing institutions which could not be undertaken earlier. Central assistance to the extent of Rs. 34.29 lakhs was sanctioned to State governments during 1957-58 for the schemes that overflowed from the first Five Year Plan as well as for the implementation of new schemes under the second Five Year Plan. The corresponding Central Assistance was Rs. 65.68 lakhs in 1956-57.

The State Plans provided for the establishment of eight new engineering colleges, 36 new polytechnics and 60 junior technical schools. Against this provision, six engineering colleges (one each in the States of Andhra Pradesh, Assam, Bombay, Madhya Pradesh, Orissa and Punjab), and 17 polytechnics (three in Andhra Pradesh, four in Bombay, one in Bihar, one in Jammu & Kashmir, three in Madhya Pradesh, one in Rajasthan, three in West Bengal and one in Mysore) started functioning by the end of the year under review.

In order to meet the demand for additional technical manpower in the Second Five Year Plan, a scheme for the expansion of technical institutions was undertaken by the Government of India on the recommendations of a special committee set up for the purpose. The proposal involved development of 19 selected existing engineering colleges and 41 polytechnics into larger units so as to provide 2,458 additional seats for the degree courses and 4,370 additional

seats for the diploma courses at an estimated cost of Rs. 1,305.72 lakhs. (Rs. 647.67 lakhs for buildings and equipment; Rs. 296.68 lakhs recurring and Rs. 361.37 lakhs towards loans for hostels). The Central government agreed to provide the entire non-recurring expenditure and also interest-free loans for the hostels. As regards recurring expenditure, the Centre's share was 100 per cent in 1957-58, 80 per cent in 1958-59 and 50 per cent in 1960-61. The balance of the recurring expenditure was to be borne by the State governments/institutions concerned. Most of the institutions selected under this expansion scheme admitted additional students in the academic year 1957-58. Grants and loans amounting to Rs. 90.81 lakhs were sanctioned to non-university institutions during 1957-58 for the scheme. A sum of Rs. 7.32 lakhs was also paid by the University Grants Commission to university institutions.

The Government of India had been sanctioning interest-free loans since 1946 to engineering and technological institutions for providing adequate hostel accommodation. During the first two years (1956-57 and 1957-58) of the Second Five Year Plan, interest-free loans amounting to Rs. 64.86 lakhs were disbursed to technical institutions. Hostels with provision for 2,400 seats were constructed during the year.

On the recommendations of the All India Council for Technical Education grants in-aid amounting to Rs. 67.10 lakhs (65.80 lakhs were paid during 1956-57) were paid during 1957-58 to various non-government scientific engineering and technological institutions for the following purposes:

1. Development and expansion of Post-graduate courses and advanced training and research in Engineering and Technology.
2. Development of affiliated colleges conducting Post-graduate courses in Basic Sciences.
3. Development of instructional facilities at degree and diploma levels in Engineering and Technological subjects.
4. Establishment and development of Specialised courses such as Printing Technology, Industrial Administration, Business Management, Ore—Dressing, Architecture, etc.
5. Expansion of training facilities in Mining Engineering at degree and diploma levels.
6. Assistance to the Bio-physics Department of the Saha Institute of Nuclear Physics, Calcutta as recommended by the Reviewing Committee.

Under one of the centrally sponsored schemes, the Administrative Staff College, established by the Government of India at Hyderabad, started the first course on the 6th December 1957 with an enrolment of 20 candidates. The college, when fully established, will conduct three courses in a year with an admission capacity of 60 candidates for each course. The Government of India sanctioned a non-recurring grant of Rs. 7.00 lakhs during 1956-57 and a recurring grant of Rs. 3.00 lakhs during the year under review.

The scheme of Award of Practical Training Stipends, initiated in 1949-50 by the Government of India on the recommendations of the Scientific Manpower

Committee was continued. During the year, training facilities for 1,031 graduates and 625 diploma holders in engineering and technology were secured in government departments and private industrial establishments. An expenditure of Rs. 8.05 lakhs was incurred on this account.

The Indian Institute of Science, Bangalore started a new post-graduate course in Soil Mechanics and Foundation Engineering during the year with nine students.

The Indian Institute of Technology, Kharagpur established by the Government of India as the first in the chain of four regional higher technological institutes and declared as an autonomous body under the Indian Institute of Technology (Kharagpur), Act of 1956 continued to be a model higher national institute for engineering and technological education of the highest standard possible. The Institute offered post-graduate courses with a wide range of subjects, as for instance, Technical Gas Reactions, Combustion Engineering, Chemical Engineering, Electrical Machine Design, Production Technology, Design of Refrigeration and Air Conditioning Plant, etc. The student strength of the institute was 1,320 in undergraduate courses, 83 in post-graduate courses, 48 in research and one post-doctorate fellowship.

Preliminary steps were taken to start the Indian Institute of Technology Bombay, the second in the chain of four regional higher technological institutes, from 1958-59 onwards. Thirteen Soviet Experts and three translators arrived in India during the year for work connected with this Institute. Construction of buildings (staff quarters, workshop sheds, etc.) for the institute at a cost of Rs. 29.56 lakhs was taken up.

It was decided that the third and the fourth institutes should be located at Madras and Kanpur respectively. Preliminary steps were taken to start the institute at Madras from 1958-59 as an autonomous body.

The School of Town and Country Planning, Delhi, established in July, 1955, continued to provide facilities for post-graduate training in all aspects of rural, urban and regional planning. During the year, the institute had on its rolls 11 students (5 for intensive course and 6 for diploma course) as against 9 in 1956-57.

The Indian School of Mining and Applied Geology at Dhanbad, a premier institute for Mining Education introduced new courses in Applied Geophysics and Petroleum Technology during the year in addition to Mining and Applied Geology. The admission capacity of the school for various courses increased to 150 students during the year.

In Delhi Polytechnic, all the courses (full time and part time) offered in 1956-57, were continued in 1957-58 with a student-enrolment of 2,000.

A brief account of the main developments in the field of Professional and Technical education, except that about teachers' training in the various States/Territories is given below:—

Andhra Pradesh

Under the Technical Co-operation Mission Scheme, the Kansas State College of U.S.A. sent a team of two American experts to be attached to the

University College of Agriculture at Hyderabad to help and train technical personnel in Agriculture. Two lecturers from this college were deputed for advanced training at Kansas State University College, U.S.A. One student from Sudan was prosecuting his studies at the University College of Agriculture, Hyderabad.

A new Government Medical College at Kurnool was opened in July, 1957 and was affiliated to Venkateswara University temporarily. The new college admitted 59 boys and 8 girls to the first year of the M.B.B.S. course.

Assam

An engineering college with 264 boys was opened. Two schools for arts and crafts were opened during the year, thus increasing the number of vocational and technical schools to 82.

Bombay

The Golden Jubilee of the College of Agriculture at Poona was celebrated in January, 1958. This college continued to provide facilities for post-graduate training in Agriculture.

During the year under report, three new colleges of Commerce, one each at Nashik, Kolhapur and Rajkot were started, thus increasing the total number to 16, with an enrolment of 2470.

Though the total number of colleges for engineering and technology remained constant at 10, the intake capacity of the degree courses at the Colleges of Engineering at Poona and Ahmedabad was increased from 150 each to 290 and 300 respectively w.e.f. June, 1957. The diploma Classes attached to these two colleges were separated, and two polytechnics, one each at Poona and Ahmedabad with an intake capacity of 300 students for each institution were established.

The State Government conducted Technical Centres at 30 places where students attending the local secondary schools and opting for technical education were given training in workshop processes as well as elementary theoretical education in the principles of Engineering. The total number of students trained in these centres rose from 4,169 in 1956-57 to 5,381 during the year.

Under the craftsman training scheme, five new Industrial Training Institutes with seating capacity of 1,288 were established at Ahmedabad, Jamnagar, Kandla, Nagpur and Nanded, thus increasing such institutes to nine. A sum of Rs. 6,55,981 was spent on this scheme by government, besides expenditure of Rs. 6,88,451 on such training centres taken over from the Government of India.

One Forestry School at Junagadh was started during the year. The Ayurvedic institutions at Wardha and Akola, treated in the past as colleges were classified as schools.

The Co-operative Training College, Poona conducted three special courses for 148 persons in Co-operation and Co-operative Marketing for the benefit of officials working in the co-operative departments/institutions.

Jammu & Kashmir

Two technical schools on the pattern of the Industrial Training Institution run by the Government of India, Ministry of Labour—one each at Jammu and at Srinagar—were set up. The Polytechnic Institute at Srinagar was re-organised and transferred to the department of education. The polytechnic offered three-year National Certificate course and its intake capacity in the three branches of Engineering viz., Civil, Mechanical and Electrical was 50, 25 and 25 respectively.

Madhya Pradesh

The Laxmibai College of Physical Education, Gwalior, established under the auspices of the Govt. of India to serve as an all-India institution, provided for a 3 years' course in Physical Education leading to the award of a degree.

Madras

Three new Polytechnic institutions viz., the Nachimuthu Polytechnic at Pollachi, Murugappa Polytechnic at Avadi and the Annamalai Institute at Karaikudi, providing three years' courses in Civil, Mechanical and Electrical and other Engineering and Technical subjects leading to the award of the diploma of the State Government, were opened.

Mysore

During the year one engineering college and 5 technical and industrial schools were opened. In pursuance of the recommendations of the Educational Integration Advisory Committee, sub-committee was appointed to prepare a uniform syllabus in Commercial and Technical education for the new State of Mysore.

Orissa

Two Polytechnics (one at Hirakud and the other at Berhampur), two technical schools and two industrial schools were opened during the year. A school of Arts and Crafts for training craft teachers for secondary schools was set up.

The Govt. College of Physical Education at Cuttack with facilities for certificate course, started functioning during the year.

Punjab

The State government took over 11 industrial training institutions and 18 vocational training centres, previously run by the Government of India (Ministry of Labour), and re-organised industrial education for girls during the year under review.

Rajasthan

During the year one college for commerce, one Ayurvedic college at Ratangarh, one college of physical education at Bikaner and four vocational and technical schools were opened.

Uttar Pradesh

During the year, Engineering, Technical and Industrial schools for boys increased by 13 from 59 while the Industrial schools for girls recorded an increase of 16 over those in the previous year. Similarly Medical Colleges rose from 4 in 1956-57 to 5.

West Bengal

A sum of Rs. 5 lakhs was sanctioned by the State government during the year for starting a new Engineering institution from 1958-59 at Belghoria for diploma courses in Civil, Mechanical and Electrical Engineering— with an annual intake capacity of 120, 30 and 30 respectively.

Three new institutions viz., Jhargram Polytechnic, Murshidabad Institute of Technology and Purulia Polytechnic were opened with provision for three-year diploma courses in Civil, Mechanical and Electrical Engineering subjects with an annual intake capacity of 120, 30 and 30 respectively in each institution.

The annual intake capacities of 9 Engineering/Polytechnic institutions offering diploma courses in the three main branches (Civil, Mechanical and Electrical) of Engineering was nearly doubled.

Pondicherry

Additional staff and equipment of the local school of Arts and Crafts, were sanctioned for its gradual conversion into a Junior Technical School.

A detailed account of the progress in the field of Professional and Technical education of the school and college levels is given below:—

VOCATIONAL AND TECHNICAL SCHOOLS

Institutions

The main statistics of vocational and technical schools by type are given in table LXXXII for the years 1956-57 and 1957-58. The number of these schools increased by 209. 40·2 per cent of them was under the management of government, 58·5 per cent under private bodies and 1·3 per cent under local boards.

There was provision for instruction in engineering subjects in some of the technical and industrial schools, as before. Besides, certain schools for general education had attached classes for the teaching of vocational and technical subjects.

Increase was noticed in all types of vocational and industrial schools except in marine and teachers' training schools. The number of marine training schools remained constant at 4, while teachers' training schools recorded a decrease, the causes of which are discussed in the preceding chapter. The largest increase was noticed in the technical, industrial and commerce schools.

Pupils

The total number of pupils in various vocational and technical schools, including those in such classes attached to schools for general education, rose

Table LXXXII—Statistics of Vocational

Type of Schools	Number of Institutions*		Number of Pupils†				Expendi-
			Boys		Girls		
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	1956-57
1	2	3	4	5	6	7	8
							Rs.
Agriculture . .	94	105	6,212	8,154	32	30	31,57,651
Arts & Crafts . .	304	312	2,733	2,271	12,012	10,574	17,23,297
Commerce . .	829	877	71,442	73,997	9,149	11,172	31,74,377
Engineering . .	68	100	29,370	39,719	32	84	79,31,335
Forestry . .	4	5	134	201	..	..	1,26,796
Marine Training .	4	4	1,755	1,785	..	..	12,67,793
Medicine & Veterinary Science . .	117	126	5,062	5,534	3,565	4,093	27,45,252
Physical Education .	36	39	3,210	2,736	295	364	3,88,590
Teachers' Training .	916	901	68,488	60,422	24,891	23,770	2,01,82,281
Technical & Industrial	644	752	42,073	47,438	11,807	13,206	1,68,97,814
Others . .	7	11	936	1,147	4	32	4,04,931
India .	3,023	3,232	2,31,415	2,43,404	61,787	63,325	5,80,00,117

*Excludes classes attached to Schools

† Includes pupils in classes attached

and Technical Schools by Type

ture	Percentage of Expenditure (1957-58) met from					Average Annual Cost per pupil		Type of Schools
	Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources	1956- 57	1957- 58	
1957-58								
9	10	11	12	13	14	15	16	17
Rs.						Rs.	Rs.	
33,87,351	82.3	0.0	1.4	0.0	16.3	516.3	413.9	Agriculture .
15,41,580	45.3	1.1	26.7	8.6	18.3	117.1	119.9	Arts and Crafts
32,69,150	4.2	0.0	90.0	1.6	4.2	39.7	38.6	Commerce .
1,17,34,237	70.6	0.1	24.5	2.0	2.8	399.9	443.9	Engineering
1,52,637	100.0	..	..	..	..	946.2	759.4	Forestry .
12,93,505	95.1	..	4.0	..	0.9	722.4	724.7	Marine Training
31,09,817	62.6	8.1	12.1	1.8	15.4	377.2	363.5	Medicine and Veteri- nary Science
3,67,101	25.9	2.0	38.2	17.8	16.1	125.3	140.6	Physical Education
2,26,59,925	86.5	0.3	4.9	3.9	4.4	242.5	293.0	Teachers' Training
2,38,73,349	77.8	1.4	9.3	4.2	7.3	309.1	362.3	Technical & Industrial
7,41,829	90.9	..	3.8	..	5.3	430.8	629.2	Others .
7,21,30,481	75.0	1.0	14.2	3.4	6.4	213.5	249.0	India

for general education.

to schools for general education and those reading in colleges for school courses.

Table LXXXII—Statistics of Vocational

State	Number of Institutions*		Number of Pupils†			
	1956-57	1957-58	Boys		Girls	
			1956-57	1957-58	1956-57	1957-58
1	2	3	4	5	6	7
Andhra Pradesh .	245	256	19,233	18,393	2,490	2,225
Assam . . .	80	82	5,379	6,252	703	781
Bihar . . .	168	191	13,362	15,445	1,528	1,682
Bombay . . .	828	851	52,518	53,963	22,070	21,081
Jammu & Kashmir .	8	8	492	426	166	120
Kerala . . .	65	78	6,659	6,783	2,824	3,691
Madhya Pradesh .	141	147	8,576	9,266	1,097	1,194
Madras . . .	552	569	39,037	41,897	11,630	12,290
Mysore . . .	213	248	21,728	23,570	2,769	3,337
Orissa . . .	86	96	4,441	4,818	405	420
Punjab . . .	93	113	12,344	9,907	4,194	3,931
Rajasthan . . .	29	33	3,256	3,849	165	181
Uttar Pradesh . .	193	217	16,202	17,785	2,823	3,085
West Bengal . . .	283	292	25,781	28,075	7,854	7,902
Delhi . . .	10	10	1,490	1,681	525	740
Himachal Pradesh .	3	3	274	239	38	63
Manipur . . .	3	4	193	202	31	9
Tripura . . .	19	27	301	365	332	449
N.E.F.A. . . .	2	1	92	68	1	4
Pondicherry . . .	2	6	57	420	142	140
India .	3,023	3,282	2,81,415	2,43,404	61,787	63,225

*Excludes classes attached to schools for general education.

†Includes enrolment in attached classes.

and Technical Schools by States

Expenditure		Percentage of Expenditure (1957-58) met from					State
1956-57	1957-58	Government Fund	Local Board Funds	Fees	Endow- ments	Other Sour- ces	
8	9	10	11	12	13	14	15
Rs.	Rs.						
40,32,307	46,02,242	80.3	0.4	8.3	8.7	2.3	Andhra Pradesh
20,87,389	26,82,055	90.8	0.2	7.5	0.3	1.2	Assam
43,91,955	57,08,296	94.8	0.5	2.4	0.2	2.1	Bihar
1,33,55,043	1,66,34,492	65.6	2.0	18.0	1.4	13.0	Bombay
2,52,074	4,22,273	100.0	0.0	0.0	0.0	0.0	Jammu & Kashmir
15,66,707	16,16,869	79.2	0.0	15.2	0.2	5.4	Kerala
36,36,975	50,10,480	95.6	0.0	2.4	0.5	1.5	Madhya Pradesh
50,56,399	66,55,252	48.7	1.9	21.0	20.5	7.9	Madras
35,93,445	42,46,425	77.3	0.0	16.2	0.7	5.8	Mysore
12,09,467	13,79,912	86.5	0.0	7.9	3.2	2.4	Orissa
27,71,964	40,52,368	75.5	0.1	15.5	2.6	6.3	Punjab
14,26,503	20,08,927	98.0	0.0	0.7	1.3	0.0	Rajasthan
69,45,193	86,16,977	72.8	1.1	20.2	0.5	5.4	Uttar Pradesh
64,21,721	72,73,151	68.8	1.2	21.7	1.7	6.6	West Bengal
8,53,076	7,30,757	95.6	0.6	2.9	0.0	0.9	Delhi
1,33,172	1,32,008	100.0	0.0	0.0	0.0	0.0	Himachal Pradesh
16,281	61,033	100.0	0.0	0.0	0.0	22.0	Manipur
1,26,337	1,71,740	78.0	0.0	0.0	0.0	0.0	Tripura
98,201	83,093	100.0	0.0	0.0	0.0	0.0	N.E.F.A.
25,908	42,131	68.8	0.0	31.2	0.0	0.0	Pondicherry
5,80,00,117	7,21,30,481	75.0	1.0	14.2	8.4	6.4	India

to 3,06,729 from 2,93,202 in the preceding year which works to 4. % increase
The distribution of pupils according to subjects is given below:—

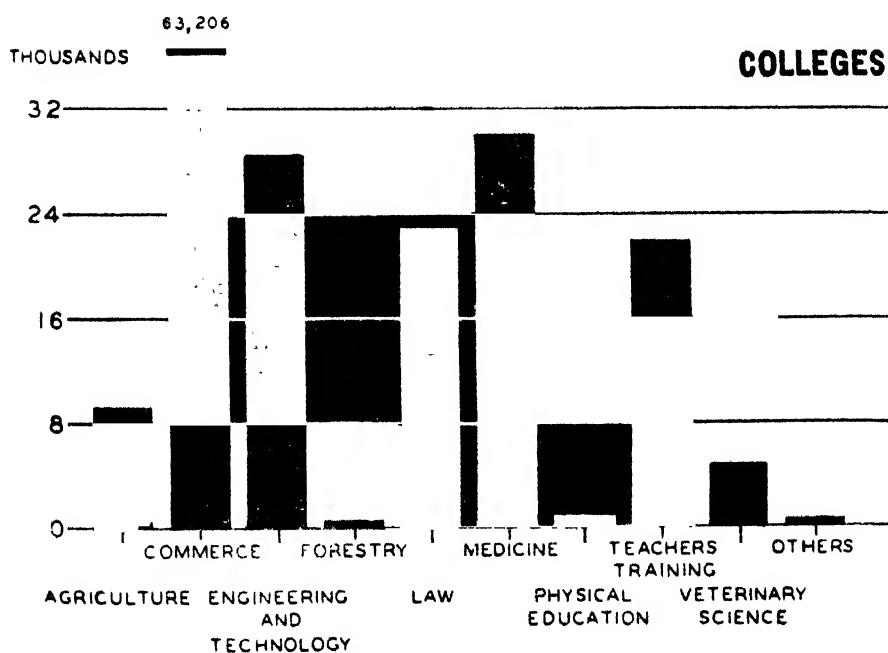
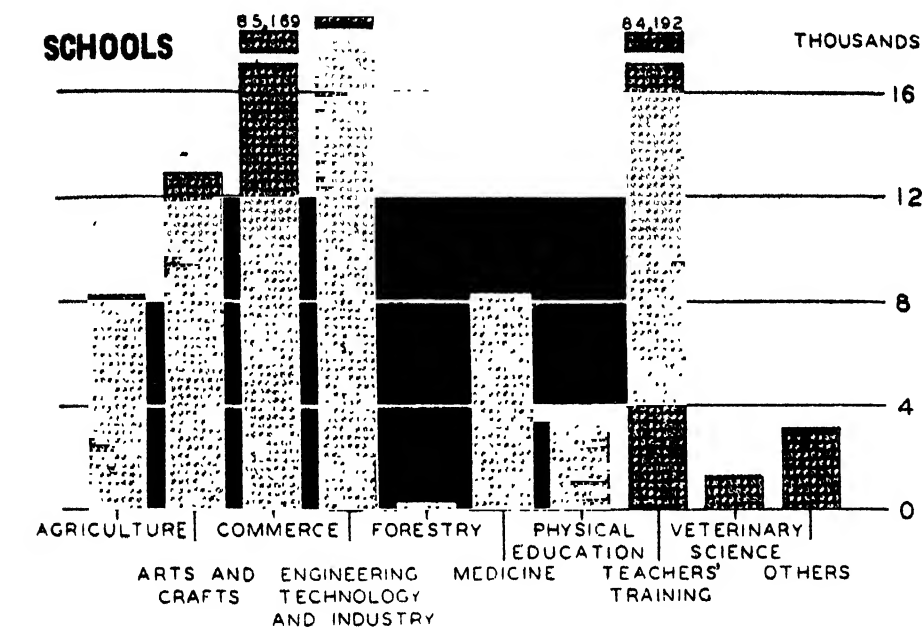
Subject	1956-57		1957-58	
	Number	Percentage to Total Enrolment	Number	Percentage to Total Enrolment
Agriculture . .	6,244	2.1	8,184	2.7
Arts and Crafts . .	14,745	5.0	12,845	4.2
Commerce . .	80,591	27.5	85,169	27.8
Engineering . .	29,402	10.0	39,803	13.0
Forestry . .	134	0.0	201	0.1
Marine Training . .	1,755	0.6	1,785	0.6
Medicine and Veterinary Science	8,627	3.0	9,627	3.1
Physical Education .	3,505	1.2	3,100	1.0
Teachers' Training .	93,379	31.9	84,192	27.4
Technical and Industrial	53,880	18.4	60,644	19.7
Others . .	940	0.3	1,179	0.4
Total .	2,93,202	100.0	3,06,729	100.0

Increase in enrolment in all subjects was reported, except in Arts and Crafts, Physical Education and Teachers' Training. As before, commerce and teachers' training together attracted more than 50 per cent of the students studying vocational subjects. Other subjects that attracted a good number were technical, industrial and engineering.

Expenditure

The total direct expenditure on all types of vocational and technical schools increased by Rs. 1,41,30,364 to Rs. 7,21,30,481. This expenditure constituted about 4 per cent as compared to 3.6 per cent in 1956-57 of the total direct expenditure on all types of institutions. 75.0 per cent of this expenditure was met from government funds, 14.2 per cent from fees, while the contribution from local board funds, endowments and other sources was 1.0, 3.4 and 6.4 per cent respectively. Technical and industrial schools, teachers' training schools and engineering schools alone accounted for 33.1 per cent, 31.4 per cent and 16.3 per cent respectively of the total expenditure on all the vocational and technical schools. The proportion of expenditure on the remaining type of schools ranged from 0.2 per cent on schools for forestry (which was the same from the year 1954-55 onwards) to 4.7 per cent on agricultural schools. The average annual cost per pupil, taking into account all types of schools, rose during the year to Rs. 249.0 from Rs. 213.5. The highest average annual cost per pupil was reported by schools for forestry, as before.

DISTRIBUTION OF PUPILS RECEIVING PROFESSIONAL EDUCATION 1957-58



Details regarding the number of vocational and technical institutions, enrolment, expenditure with the proportion met from various sources in different States and Territories are given in table LXXXIII.

A brief account of each type of schools except teachers' training schools (already given in the preceding chapter) is given below:—

Agricultural Schools

The number of these schools increased during the year under review from 94 in 1956-57 to 105. There were no schools of this type in Andhra Pradesh, Jammu & Kashmir, Kerala, Madras, A.&N. Islands, Delhi, Himachal Pradesh, L.M. & A. Islands, Manipur, N.E.F.A. and Pondicherry. The over-all increase in the number of these schools was shared by the States of Bihar (2), Bombay (9), and Uttar Pradesh (1), while N.E.F.A. reported no school during the year as against 1 in the previous year. Other States maintained the same number of schools. The number of pupils in these schools, together with those in classes attached to schools for general education, also increased from 6,244 (including 32 girls) to 8,184 (including 30 girls). The rise in enrolment was shared by all the States and Territories except N.E.F.A., where no enrolment was reported consequent to the abolition/reclassification of the only one such school that existed in the previous year. Expenditure on these schools rose from Rs. 31,57,651 to Rs. 33,87,351, government's contribution being 82.3 per cent. The average annual cost per pupil was less (by Rs. 102.4) than the previous year.

State-wise statistics of these schools are given below in table LXXXIV:—

Table LXXXIV—Statistics of Agricultural Schools

State	Number of Institutions	Number of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Assam	1	103	..	103	47,578	461.9
Bihar	21	2,005	30	2,035	7,48,269	367.7
Bombay	37	2,825	..	2,825	15,30,505	541.8
Madhya Pradesh . .	21	532	..	532	1,26,496	287.8
Mysore	8	721	..	721	3,04,839	422.8
Orissa	4	464	..	464	1,00,654	216.9
Punjab	1	117	..	117	37,014	316.4
Rajasthan	1	119	..	119	32,451	272.7
Uttar Pradesh . . .	8	1,035	..	1,035	3,68,065	355.6
West Bengal . . .	2	153	..	153	77,138	504.2
Tripura	1	80	..	80	14,342	179.3
India	105	8,154	30	8,184	33,87,351	418.9

† Includes enrolment of attached classes.

Arts and Crafts Schools

The number of arts and crafts schools increased from 304 in the previous year to 312. No change was reported by the States of Madras, Rajasthan, West Bengal, while there was decrease in the States of Andhra Pradesh, Bombay, and Punjab, Bihar, Mysore and Tripura reported increase in the number of such institutions.

The total number of pupils in these schools decreased by 1,900 to 12,845 (2,271 boys and 10,574 girls). The decrease was mainly due to the fall in the number of such schools in the State of Bombay. The total amount spent on these schools was Rs. 15,41,580, of which 45·3 per cent, 1·1 per cent, 26·7 per cent, 26·9 per cent, were met from government funds, local board funds fees and endowments and other sources respectively. The contribution from local board funds was negligible. The average annual cost per pupil during the year increased by Rs. 2·8.

State-wise statistics of these schools are appended in table LXXXV below:—

Table LXXXV—Statistics of Arts & Crafts Schools

State	Number of Institutions.	Number of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Assam	2	12	11	23	12,680	551·3
Bihar	20	252	198	450	1,02,941	228·8
Bombay	166	706	7,899	8,605	7,35,319	85·5
Kerala	10	31	289	320	29,472	92·1
Madhya Pradesh .	18	324	316	640	92,508	144·5
Madras	15	14	805	819	1,13,453	130·3
Mysore	30	349	189	538	1,33,080	247·4
Orissa	15	41	190	231	34,783	150·6
Punjab	4	108	..	108	24,741	229·1
Rajasthan . . .	2	148	..	148	77,616	524·4
West Bengal . .	5	44	311	355	31,984	102·2
Tripura	25	242	366	608	1,53,003	251·7
India	312	2,271	10,574	12,845	15,41,580	119·9

† Includes enrolment in attached classes.

Commerce Schools

The total number of commerce schools increased from 829 to 877. This increase was shared by the States of Andhra Pradesh, Bihar, Bombay, Madras, Mysore and West Bengal, while there was no change in the number of such schools in the States of Assam, Madhya Pradesh and Orissa. Kerala reported decrease by six, which was again due to reclassification of such schools as schools for general education.

The number of pupils in all these schools as well as in attached classes rose by 4,578 to 85,169 (73,797 boys and 11,172 girls). The total expenditure incurred on these institutions was Rs. 32,69,150 as compared to Rs. 31,74,377 in the preceding year. Ninety per cent of this expenditure was met from fees alone, and the rest from government funds (4·2 per cent), endowments (1·6 per cent) and other sources (4·2 per cent). Average annual cost per pupil was Rs. 38·6, as against Rs. 39·7 in 1956-57.

Detailed statistics of these schools in different states are given in table LXXXVI below:—

Table LXXXVI—Statistics of Commerce Schools

State	Number of Institutions	Number of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra . . .	125	6,208	400	6,608	2,58,600	39·1
Assam . . .	18	2,277	272	2,549	1,23,751	48·5
Bihar . . .	18	1,763	24	1,787	92,430	51·7
Bombay . . .	177	16,869	3,693	20,562	8,65,921	42·7
Kerala . . .	7	746	136	882	32,275	36·7
Madhya Pradesh .	1	27	..	27	2,404	89·0
Madras . . .	350	22,410	3,916	26,326	7,69,877	29·2
Mysore . . .	121	11,088	1,485	12,573	3,47,060	27·6
Orissa . . .	2	34	1	35	4,996	142·7
Punjab . . .	..	147	..	147	..	..
West Bengal . .	58	12,428	1,245	13,673	7,71,836	56·7
India .	877	73,997	11,172	85,169	32,69,150	38·6

† Includes enrolment in attached classes.

Engineering Schools

Substantial increase in the number of these schools was noticed during the year. The number rose from 68 to 100. The States of Madhya Pradesh, Orissa and Punjab reported no change in the number, while Andhra Pradesh, Bihar, Bombay, Kerala, Mysore, Uttar Pradesh, West Bengal, Delhi, Himachal Pradesh and Manipur reported increase. Of these schools, 58 were managed by government and the rest by private bodies.

The total number of pupils on rolls in these schools and attached classes of technical schools was 39,719 as against 29,402 in the previous year. The expenditure on them also rose from Rs. 79,31,335 to Rs. 1,17,34,237 thus raising the average annual cost per pupil by Rs. 43.2 to Rs. 443.9. Nearly 71 per cent of this expenditure was met from government funds, 24 per cent from fees and rest from endowments and other sources.

Table LXXXVII—Statistics of Engineering Schools

State	No. of Institutions	Number of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra . . .	8	4,311	29	4,340	6,19,497	351.2
Assam . . .	3	891	..	891	7,31,819	784.4
Bihar . . .	13	2,467	..	2,467	12,25,293	537.4
Bombay . . .	4	7,304	2	7,306	2,46,954	461.5
Kerala . . .	9	1,393	10	1,403	4,73,449	337.5
Madhya Pradesh .	8	1,761	..	1,761	13,59,705	976.1
Madras . . .	2	3,957	5	3,962	3,27,384	653.5
Mysore . . .	3	2,779	..	2,779	1,91,453	272.0
Orissa . . .	4	999	..	999	4,76,275	476.8
Punjab . . .	2	1,361	..	1,361	2,68,222	322.4
Rajasthan . . .	..	395	..	395	..	..
Uttar Pradesh .	22	5,995	38	6,033	27,31,925	515.9
West Bengal . .	18	4,970	..	4,970	26,45,278	300.4
Delhi . . .	2	1,036	..	1,036	3,24,043	39.7
Himachal Pradesh .	1	35	..	35	69,605	..
Manipur . . .	1	65	..	65	43,335	666.7
India .	100	39,719	84	39,803	1,17,34,237	443.9

† Includes enrolment in attached classes.

Forestry School

The starting of one forestry school this year in the State of Bombay increased their total number to 5. The number of pupils rose from 134 to 201 (all boys). Consequently the total direct expenditure also increased from Rs. 1,26,796 to Rs. 1,52,637, the whole of which was met by government. The average annual cost per pupil came down to Rs. 759·4 from Rs. 946·2.

State-wise statistics of these schools are given below in table LXXXVIII.

Table LXXXVIII—Statistics of Forestry Schools

State	No. of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Assam	1	22	..	22	32,827	1492·1
Bombay	3	125	..	125	97,897	783·2
Madhya Pradesh . .	1	54	..	54	21,913	405·8
India	5	201	..	201	1,52,637	759·4

Marine Training Schools

The total number of these schools remained the same as before at 4, though the enrolment increased by 30 and the total direct expenditure from Rs. 12,67,793 to Rs. 12,93,505. Government's share of the expenditure was 95 per cent, the rest coming from fees and other sources. The average annual cost per pupil was Rs. 724·7 as compared to Rs. 722·4 in the previous year.

In table LXXXIX below state-wise statistics of these schools are given.

Table LXXXIX—Statistics of Marine Training Schools

State	No. of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh . .	1	478	..	478	2,84,987	554·4
Bombay	2	709	..	709	7,03,988	992·3
West Bengal . . .	1	598	..	598	3,24,530	542·7
India	4	1,785	..	1,785	12,93,505	724·7

Schools for Medicine and Veterinary Science

The total number of these schools were 126 as compared to 117 in 1956-57. Schools for veterinary science increased by 3 and medical schools, by 6. Increase in these schools was noticed in the States of Andhra Pradesh, Bihar, Bombay, Mysore and Punjab. On the other hand the number of these schools decreased by 1 in Madhya Pradesh, and by 2 in West Bengal. All the eleven schools for veterinary science were managed by government. Of the 115 medical schools, 53, 6, and 56 were under the management of government, municipal board and private bodies respectively.

The total number of pupils in these schools rose from 8,627 to 9,627 (5,534 boys and 4,093 girls) and the total direct expenditure increased by Rs. 3,64,565 over that of the previous year. However, the average annual cost per pupil came down to Rs. 363·5 from Rs. 377·2. The distribution of the direct expenditure among different sources on percentage basis was : government funds 62·6; municipal board funds 8·1; fees 12·1; endowments 1·8; other sources 15·4.

Table XC gives State-wise details of the schools for medicine and veterinary science.

Table XC—Statistics of Schools for Medicine and Veterinary Science

State	No. of Institutions	Number of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh .	2	495	..	495	Rs. 87,096	Rs. 220·5
Assam . . .	..	35	..	35	..	..
Bihar . . .	2	280	..	280	78,055	325·0
Bombay . . .	84	1,794	2,902	4,696	18,13,976	387·2
Kerala . . .	..	170	26	196	..	..
Madhya Pradesh .	4	103	47	150	1,20,981	806·5
Madras . . .	..	115	1	116	..	..
Mysore . . .	12	667	393	1,060	3,29,599	310·9
Punjab . . .	7	627	183	810	2,39,486	309·0
Rajasthan . . .	..	269	17	286	..	..
Uttar Pradesh . .	2	93	4	97	18,809	508·4
West Bengal . .	10	708	247	955	3,06,754	323·2
Delhi . . .	1	135	209	344	1,12,666	678·7
Manipur . . .	1	43	1	44	..	..
Tripura . . .	1	..	63	63	4,395	69·8
India .	126	5,534	4,093	9,627	31,09,817	363·5

† Includes enrolment in attached classes.

Schools for Physical Education

The total number of such schools increased from 36 to 39. Bombay and Orissa States contributed to the increase by 6 and 1 respectively, while in Mysore and Uttar Pradesh, four such schools were abolished/reclassified. Of these 39 schools, 35 were under the management of private bodies, 3 under the government and 1 under the municipal board. In spite of the increase in their number, enrolment fell from 3,505 to 3,100. Except Madras and Orissa, which reported increase in the enrolment, other states have shown uniform decrease. The total direct expenditure on these schools decreased from Rs. 3,88,590 to Rs. 3,67,101. However, the annual cost per pupil rose to Rs 140.6 from Rs. 125.3. Of the total direct expenditure, 25.9 per cent, 2.0 per cent, 38.2 per cent, 17.8 per cent and 16.1 per cent was met from government funds, local board funds, fees, endowments and other sources respectively.

Detailed statistics of these schools in different states are given below in table XCI.

Table XCI—Statistics of Schools for Physical Education

State	No. of Institutions	Number of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6 ●	7
					Rs.	Rs.
Andhra Pradesh .	2	99	..	99	41,756	421.8
Bihar . . .	2	173	..	173	9,727	56.2
Bombay . . .	14	553	122	675	1,86,895	276.9
Madhya Pradesh .	2	198	41	239	15,625	65.4
Madras . . .	1	424	94	518	28,219	313.5
Mysore . . .	17	1,184	107	1,291	75,455	58.4
Orissa . . .	1	44	..	44	9,424	214.2
Rajasthan . . .	..	39	..	39	..	..
Uttar Pradesh . .	..	22	..	22	..	..
India .	39	2,736	364	3,100	3,67,101	140.6

† Includes enrolment in attached classes.

Table XCII—Statistics of Technical and Industrial Schools

State	No. of Institutions	Number of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh .	32	1,237	495	1,732	13,25,491	331·9
Assam . . .	23	1,012	167	1,179	7,58,224	643·1
Bihar . . .	27	2,590	434	3,024	13,98,624	466·4
Bombay . . .	183	10,925	604	11,529	58,19,870	397·8
Kerala . . .	8	1,208	94	1,302	3,75,328	288·3
Madhya Pradesh .	39	1,119	214	1,333	5,44,792	408·7
Madras . . .	64	4,660	507	5,167	29,33,606	369·6
Mysore . . .	34	4,115	472	4,587	16,80,247	267·9
Oriasa . . .	23	938	147	1,085	4,53,914	428·6
Punjab . . .	75	5,213	1,769	6,982	28,29,587	387·1
Rajasthan . . .	2	432	..	432	2,48,379	575·0
Uttar Pradesh . .	94	5,709	2,230	7,939	28,13,012	378·0
West Bengal . . .	142	7,718	5,654	13,372	24,85,281	273·5
Delhi . . .	4	388	294	682	1,76,863	259·3
Pondicherry . . .	2	120	110	230	30,131	131·0
Himachal Pradesh .	..	54	15	69	..	..
India .	752	47,438	13,206	60,644	2,38,73,349	362·3

† Includes enrolment in attached classes.

Technical and Industrial Schools

The total number of technical and industrial schools increased from 644 to 752. All the States concerned reported increase in the number of these schools over those in the previous year, except Assam, Bihar, Kerala, Madhya Pradesh, Rajasthan and Delhi, where no change was noticed. Government managed 427 and private bodies and local boards 305 and 20 schools respectively. The enrolment in these schools and attached classes rose to 60,644 (47,438 boys and 13,206 girls) from 53,880 (42,073 boys and 11,807 girls) in the preceding year. The total direct expenditure increased to Rs. 2,38,73,349 from Rs. 1,68,97,814 thus raising the annual cost per pupil to Rs. 362·3 from Rs. 309·1 in the year 1956-57. The government contributed 77·8 per cent towards the total direct expenditure, local boards 1·4 per cent, fees 9·3 per cent, endowments 4·2 per cent and other sources 7·3 per cent.

Table XCII gives details of the technical and industrial schools together with the enrolment, expenditure, etc. in different States and Territories.

Other Schools (Unclassified)

The existence of other unclassified technical and vocational schools was reported only by the States of Bombay, Madhya Pradesh and Pondicherry. Details about their number, enrolment, expenditure and average annual cost per pupil are given below:—

Statistics of Other Schools

State/Territory	No. of Institutions	Number of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Bombay . . .	6	639	2	641	1,80,268	281·2
Madhya Pradesh .	1	208	..	208	5,49,561	2,642·1
Pondicherry . .	4	300	30	330	12,000	36·4
India .	11	1,147	32	1,179	7,41,829	629·2

† Includes enrolment in attached classes.

PROFESSIONAL AND TECHNICAL COLLEGES

Institutions

During the year, the number of professional and technical colleges (excluding the university teaching departments and classes attached to arts and science colleges for imparting professional and technical courses leading to the award of a degree or equivalent diploma in the subject concerned) rose from 399 to 489, the rate of increase being 22·6 per cent as compared to 15 per cent in the previous year. Of these, 246 were managed by government, 240 by private bodies and 3 by municipal boards/ corporations. Subject-wise and State-wise distribution of the institutions are given in tables XCIII and XCIV respectively. The highest increase during the year was noticed in teachers' training colleges.

Pupils

The total number of students in professional and technical colleges, university teaching departments and attached classes rose from 1,61,464 (1,50,271 boys and 11,193 girls) to 1,82,153 (1,68,252 boys and 13,901 girls). Details of enrolment in various subjects and in different States/Territories are given in tables XCIII and XCIV respectively. As before, commerce attracted a large number of students, and other professions (unclassified like co-operation, etc.) the least. Forestry and Physical Education attracted less students than other professions.

Table XCIII—Statistics of Professional

Type	Number of Institutions*		Number of Pupils†				Expenditure	
	1956-57	1957-58	Boys		Girls		1956-57	1957-58
			1956-57	1957-58	1956-57	1957-58		
1	2	3	4	5	6	7	8	9
							Rs.	Rs.
Agriculture	25	25	7,013	9,242	38	62	67,98,212	75,05,276
Commerce .	28	33	60,861	62,712	442	494	31,84,311	39,43,338
Engg. .	47	50	19,103	25,380	28	53	2,28,30,819	2,36,91,771
Forestry .	3	3	427	512	..	..	6,83,704	7,85,481
Law .	29	31	20,392	22,117	425	481	17,80,980	20,41,205
Medicine .	99	106	22,712	25,072	4,577	5,245	2,83,93,554	3,32,71,580
Physical Education	10	14	412	535	66	116	4,71,500	6,63,086
Teachers' Training	133	203	11,677	14,644	5,584	7,407	80,47,598	1,03,39,025
Technology	7	7	2,767	2,949	7	9	11,17,355	11,69,465
Veterinary Science	14	14	4,644	4,803	15	29	39,50,685	41,13,198
Others .	4	3	263	286	11	5	6,34,876	8,97,773
Total .	399	489	1,50,271	1,68,252	11,193	13,901	7,78,93,594	8,84,21,198

*Excludes university teaching departments and classes in Professional and Technica l

†Includes enrolments in university teaching departments and classes in Professional and

and Technical Colleges by Type

Percentage of Expenditure (1957-58) met from					Average Annual Cost per Pupil		Output (Degrees and Equivalent Diplomas) 1957-58			Type
Govt. Funds	Local Board Funds	Fees	En- dow- ments	Other sources	1956-57	1957-58	Boys	Girls	Total	
10	11	12	13	14	15	16	17	18	19	20
					Rs.	Rs.				
75.6	..	11.4	0.8	12.2	1,283.9	1,173.4	1,784	5	1,789	Agriculture
15.7	0.0	77.7	3.2	3.4	179.0	189.2	11,783	95	11,878	Commerce
66.0	0.0	27.3	3.1	3.6	959.2	814.8	4,180	1	4,181	Engg.
20.9	0.0	79.1	0.0	0.0	1,739.7	1,636.4	56	..	56	Forestry
5.1	0.0	92.1	0.0	2.8	150.4	153.4	5,711	145	5,856	Law
71.0	2.4	19.0	3.0	4.6	1,095.5	1,175.0	3,308	706	4,014	Medicine
72.9	0.0	16.7	7.8	2.6	563.3	609.5	335	86	421	Physical Education
73.6	0.1	16.5	5.0	4.8	575.7	541.4	10,148	4,215	14,363	Teachers' Training
59.4	0.0	11.8	9.9	18.9	1,309.9	1,322.9	671	2	673	Technology
81.8	0.0	14.2	0.0	4.0	822.9	851.8	677	3	680	Veterinary Science
77.7	0.0	22.2	0.0	0.1	381.3	587.5	82	1	83	Others
66.3	0.9	24.9	2.9	5.0	726.8	710.4	38,785	5,259	43,994	Total

subjects attached to arts and science colleges.

Technical subjects.

Expenditure

The total direct expenditure on professional and technical colleges amounted to Rs. 8,84,21,198 as against Rs. 7,78,93,594 in the previous year. This expenditure constituted 23·2 per cent of the total direct expenditure on universities and colleges and 4·8 per cent of the total direct expenditure on all types of institutions.

About 66 per cent of this expenditure was met from government funds, one per cent from local board funds, 25 per cent from fees, 3 per cent from endowments and 5 per cent from other sources. Colleges for medicine and engineering alone accounted for more than 64 per cent of the total expenditure on all the professional and technical colleges.

Columns 10—14 of table XCIII indicate the proportion of expenditure met from different sources on each type of institution. More than 70 per cent of the expenditure on colleges for agriculture, medicine, physical education, teachers' training, veterinary science and other (unclassified) was met from government funds, while more than three-fourth of the expenditure on colleges for commerce, forestry and law was met from fees.

The average annual cost per pupil in all types of professional and technical colleges taken together decreased from Rs. 726·8 to Rs. 710·4. It varied from Rs. 153·4 to Rs. 1,636 in different States/Territories.

Output

The number of students declared eligible for professional degrees (and equivalent diplomas) rose from 41,048 (including 4,636 girls) to 43,994 (including 5,259 girls) during the year. Last three columns of table XCIII give comparative details of out-put in the various professions/subjects. The largest was in teachers' training.

A brief account of each type of professional and technical college except teachers' training is given below:

Agricultural Colleges

Though the number of agricultural colleges did not undergo any change, the total number of pupils in all these colleges, university teaching departments, and attached classes increased to 9,304 (9,242 boys and 62 girls) from 7,051 (7,013 boys and 38 girls). This increase in enrolment was shared by all the States/Territories except West Bengal and Delhi, where slight decrease in the number of pupils was noticed. The total expenditure on agricultural colleges alone amounted to Rs. 75,05,276 as against Rs. 67,98,212 in the previous year. Approximately 75 per cent of the expenditure was met from government funds and the rest shared by fees and other sources. The average annual cost per pupil came down this year to Rs. 1,173·4 from Rs. 1,283·9 due to rise in enrolment. The number of students who qualified for the award of Bachelor's and Master's degrees (or equivalent diplomas) was 1,345 (including 4 girls) and 197 respectively.

Table XCV gives detailed statistics of agricultural colleges, enrolment, expenditure, etc. in different States/Territories.

The following all-India institutions provided facilities for research in various branches of agriculture:—

Agriculture

1. The Indian Agricultural Research Institute, New Delhi.
2. Indian Council of Agricultural Research, New Delhi.
3. Rice Research Institute, Cuttack.
4. Central Potato Research Institute, Patna.
5. Botanical Survey of India, Calcutta.
6. Sugarcane Breeding Institute, Coimbatore.
7. Central Vegetable Breeding Station, Kulu.
8. Indian Institute of Sugarcane Research (Badhark), Lucknow.
9. Tocklai Experimental Station, Cinnamara, (Assam).
10. Central Coconut Research Station, Kasaragod, South Kanara (Madras).
11. Central Coconut Research Station, Kayangulam (Madras).
12. Jute Agricultural Research Institute, Barrackpore.

Dairy Research

Indian Dairy Research Institute, Bangalore.

Pisciculture and Sericulture

1. Central Inland Fisheries Research Station, Manirampur (West Bengal).
2. Central Marine Fisheries Research Station, Mandapam (Madras).
3. Deep Sea Fishing Station, Bombay.
4. Central Sericultural Research Station, Berhampore.

Commerce Colleges

With the addition of three colleges in Bombay, one in each of the States of Kerala, Madhya Pradesh and Uttar Pradesh and with the decrease of one in Rajasthan, the total number of commerce colleges increased to 33 from 28 in the previous year. Of these, six were under the management of government and the rest under private bodies. The number of pupils in these colleges, university departments and attached classes rose from 61,303 (60,861 boys and 442 girls) to 63,206 (62,712 boys and 494 girls). The total direct expenditure on these colleges rose from Rs. 31,84,311 to Rs. 39,43,338, of which more than 75 per cent was met from fees, about 16 per cent from government funds, and the rest from endowment and other sources. The average annual cost per pupil was Rs. 189·2 as against Rs. 179·0 in the preceding year.

Table XCIV—Statistics of Professional and Technical Colleges by States

State	Number of Institutions*		Number of Pupils†				Expenditure		Percentage of Expenditure (1957-58) met from				
	1956-57	1957-58	Boys		Girls		1956-57	1957-58	Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources
			1956-57	1957-58	1956-57	1957-58							
1	2	3	4	5	6	7	8	9	10	11	12	13	14
							Rs.	Rs.					
Andhra Pradesh	23	24	11,900	12,050	650	693	45,26,498	51,25,961	69.5	0.0	17.1	0.7	12.7
Assam	5	8	2,397	2,985	74	68	12,58,646	16,99,014	86.0	0.0	13.4	0.0	0.6
Bihar	27	27	11,969	12,565	285	296	47,93,632	56,25,763	70.8	0.0	24.4	0.5	4.3
Bombay	83	116	28,146	32,671	2,553	3,494	1,65,80,439	1,84,81,314	46.8	4.3	41.3	2.2	5.4
Jammu and Kashmir	3	3	214	216	59	87	1,66,374	2,29,165	95.8	0.0	4.2	0.0	0.0
Kerala	13	23	3,544	4,642	493	849	14,52,660	19,90,154	62.7	0.0	35.8	0.0	1.5
Madhya Pradesh	27	31	7,921	10,158	465	544	43,65,001	48,95,297	80.8	0.0	17.1	1.6	0.5
Madras	32	34	11,191	11,663	962	1,032	72,42,880	84,78,484	62.1	0.1	25.4	11.0	1.4
Mysore	44	56	9,102	11,397	1,009	1,245	35,42,497	48,75,614	54.6	0.0	39.0	0.0	6.4
Orissa	6	16	1,116	1,931	84	124	8,53,261	14,14,057	85.8	0.0	8.5	0.1	5.6
Punjab	30	33	5,538	6,025	1,575	1,892	51,08,521	53,00,981	58.1	0.0	27.6	11.9	2.4
Rajasthan	15	19	8,220	9,315	137	197	23,84,426	29,70,279	71.5	0.0	17.9	8.8	1.8

Uttar Pradesh .	44	45	23,590	25,639	1,254	1,446	64,64,284	63,51,687	67.2	0.1	21.4	1.9	9.4
West Bengal .	32	38	21,597	22,790	1,025	1,325	1,32,54,851	1,37,57,153	77.9	0.0	15.7	0.5	5.9
Delhi .	10	10	3,523	3,733	555	577	58,12,068	69,90,496	87.0	0.0	8.0	0.5	4.5
Himachal Pradesh .	1	1	23	47	..	1	24,540	38,479	100.0	0.0	0.0	0.0	0.0
Manipur .	..	..	99	128	1	3	..	..	..	..	..	..	..
Tripura .	1	2	139	141	..	1	33,145	72,223	100.0	0.0	0.0	0.0	0.0
Pondicherry .	3	3	42	91	12	27	24,871	1,25,097	86.5	0.0	13.5	0.0	0.0
India .	399	489	1,50,271	1,68,252	11,193	13,901	7,78,93,594	8,84,21,198	66.3	0.9	24.9	2.9	5.0

*Excludes university teaching departments and classes in professional and technical subjects attached to arts and science colleges.

†Includes enrolment in university teaching departments and classes in professional and technical subjects.

Table XCV—Statistics of Agricultural Colleges

	No. of Institutions*	Number of Pupils†			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Graduate			Post-Graduate		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.						
Andhra Pradesh	2	481	10	491	8,06,250	1,642.1	114	..	114	6	..	6
Assam	1	192	..	192	1,79,884	993.8	21	..	21	..	..	..
Bihar	2	519	..	519	7,39,984	1,425.8	157	..	157	24	..	24
Bombay	5	1,476	6	1,482	15,07,487	1,072.2	227	1	228	26	..	26
Kerala	1	267	10	277	1,50,320	751.6	48	..	48	..	..	..
Madhya Pradesh	3	971	..	971	5,88,445	1,068.0	89	1	90	6	..	6
Madras	1	420	15	435	4,71,011	1,082.8	102	1	103	1	..	1
Mysore	2	716	1	717	6,21,279	1,028.6	129	..	129	7	..	7
Orissa	1	115	..	115	1,84,239	1,602.1	17	..	17	..	..	..
Punjab	1	652	..	652	3,44,110	1,089.0	114	..	114	23	..	23
Rajasthan	2	409	..	409	4,32,760	1,303.5	35	..	35	..	..	..

Uttar Pradesh	.	.	2	2,520	15	2,535	10,69,353	1,053.5	389	..	389	124	..	124
West Bengal	.	.	1	210	4	214	2,56,393	2,249.1	51	2	53	10	..	10
Delhi	.	.	1	294	1	295	1,53,761	1,314.2	64	..	64	..	..	..
India	.	.	25	9,242	62	9,304	75,05,276	1,173.4	1,557	5	1,562	227	..	227

*Excludes university teaching departments and classes attached to arts and science colleges.

†Includes enrolment in university teaching departments and attached classes.

Table XCVI—Statistics of Commerce Colleges

State	Number of Institutions*	Number of Pupils†			Expenditure	Average Annual Cost per Pupil	Out-put					
		Graduates					Post-Graduates					
		Boys	Girls	Total			Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.						
Andhra Pradesh . . .	1	4,761	14	4,775	81,381	303.7	681	1	682	30	..	30
Assam . . . . .	..	1,377	2	1,379	..	..	82	..	82	10	..	10
Bihar	2	6,063	2	6,065	4,08,420	165.1	694	..	694	108	..	108
Bombay	16	12,889	352	13,241	22,56,217	177.4	1,599	68	1,667	105	4	109
Jammu and Kashmir . .	1	62	..	62	30,780	496.5	..	..	..	..	..	..
Kerala	1	1,380	40	1,420	17,757	111.0	368	4	372	..	..	..
Madhya Pradesh . . .	2	4,156	13	4,169	2,04,156	281.2	492	2	494	92	2	94
Madras . . . . .	..	2,369	3	2,372	..	..	759	..	759	..	..	..
Mysore	4	3,168	36	3,204	2,91,532	125.0	382	6	388	..	..	..
Orissa . . . . .	..	336	..	336	..	..	78	..	78	..	..	..
Punjab	2	185	1	186	1,10,815	705.8	47	..	47	..	..	..

Rajasthan	2	5,862	14	5,876	1,40,720	142.6	475	1	476	111	1	112
Uttar Pradesh . . . . .	..	8,801	2	8,803	..	..	2,173	..	2,173	407	..	407
West Bengal	1	9,985	11	9,996	1,43,813	570.7	2,610	5	2,615	204	1	205
Delhi	1	1,078	1	1,079	2,57,747	363.5	241	..	241	7	..	7
Manipur . . . . .	..	128	3	131	..	..	..	..	..	..	..	..
Tripura . . . . .	..	112	..	112	..	..	28	..	28	..	..	..
India	33	62,712	494	63,206	39,43,338	189.2	10,709	87	10,796	1,074	8	1,082

* Excludes university teaching department and attached classes of arts and science college.

† Includes enrolment in attached classes.

Table XCVII—Statistics of Engineering Colleges

State	Number of Institutions*	Number of Pupils†			Expenditure	Average Annual Cost per Pupil	Output					
		Graduates					Post-Graduates					
		Boys	Girls	Total			Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.						
Andhra Pradesh	4	1,664	..	1,664	11,23,782	665.4	330	..	330	..	..	..
Assam	1	264	..	264	3,67,927	1,393.7	..	..	..	..	..	..
Bihar	5	2,038	..	2,038	22,40,910	1,009.4	242	..	242	3	..	3
Bombay	9	4,715	11	4,726	48,26,001	599.5	893	1	894	13	..	13
Kerala	1	823	20	843	3,66,590	687.8	110	..	110	..	..	..
Madhya Pradesh	4	1,199	1	1,200	11,09,531	707.6	223	..	223	5	..	5
Madras	6	3,200	3	3,203	22,97,393	782.2	455	..	455	26	..	26
Mysore	6	2,960	4	2,964	9,63,196	321.9	652	..	652	..	..	..
Orissa	1	175	..	175	1,30,907	748.0	..	..	..	..	..	..
Punjab	3	690	..	690	11,42,185	1,181.2	6	..	6	..	..	..
Rajasthan	2	630	..	630	9,38,957	972.0	150	..	150	4	..	4
Uttar Pradesh	2	2,916	1	2,917	10,02,592	1,450.9	371	..	371	..	..	..
West Bengal	4	3,443	7	3,450	55,00,065	2,028.0	519	..	519	97	..	97
Delhi	2	643	6	649	16,81,735	872.3	81	..	81	..	..	..
India	50	25,380	53	25,433	2,36,91,771	814.8	4,032	1	4,033	148	..	148

* Excludes university teaching departments.

† Includes enrolment in university teaching departments.

Table XCVI gives detailed statistics of the commerce colleges in different States/Territories.

Engineering Colleges

During the year the total number of engineering colleges increased by 3 to 50 despite the closure of the College of Aeronautical Engineering, Dum Dum, Calcutta. The increase in the number of these colleges was shared by the States of Assam, Madhya Pradesh, Mysore and Orissa. Of these colleges, 26 were government and the rest private. Besides these colleges, the teaching departments of Aligarh, Annamalai, Banaras, and Utkal universities, the University of Roorkee and the Indian Institute of Science, Bangalore in Mysore State also provided facilities in engineering education.

The total number of pupils in degree and equivalent diploma courses in all these engineering colleges, university teaching departments, universities research and all-India institutes, etc. increased from 19,131 (19,103 boys and 28 girls) to 25,433 (including 53 girls). The total direct expenditure on these engineering colleges alone amounted to Rs. 2,36,91,771 as against Rs. 2,28,30,819 in the previous year. Approximately 66 per cent of this expenditure was met from government funds, 27·3 per cent from fees and the rest from endowments and other sources. The average annual cost per pupil in these engineering colleges came down to Rs. 814·8 during this year from Rs. 959·2 in the previous year.

Details about the number of these colleges, enrolment in the degree and equivalent diploma courses, expenditure, etc. are given in table XCVII.

Forestry

There was no change in the number of these colleges during the year. All the three colleges (one in Madras and 2 in Uttar Pradesh) were managed by Government. The total enrolment in these colleges was 512 (all boys) as against 427 in the previous year, and the total expenditure amounted to Rs. 7,85,481 which exceeded last year's expenditure by Rs. 1,01,777. About 80 per cent of this expenditure was set from fees and the rest from Government funds. The average annual cost per pupil decreased to Rs. 1,636·4 from Rs. 1,739·7 in the preceding year.

Table XCVIII gives detailed statistics about these colleges, together with the number of students who were declared successful in the Forest Rangers and Superior Forest Officers' examinations.

Table XCVIII—Statistics of Colleges for Forestry

State	Number of Institutions	Number of Pupils	Expenditure	Average Annual Cost per Pupil	Out-put	
					Rangers	Superior Forest Officers
1	2	3	4	5	6	7
			Rs.	Rs.		
Madras	1	168	3,20,493	1,907·7	75	20
Uttar Pradesh . .	2	344	4,64,988	1,490·3	73	36
India	3	512	7,85,481	1,636·4	148	56

Law College

The opening of one law college each in Orissa and Mysore increased the number of law colleges to 31 during the year. Government managed seven colleges, and private bodies the rest. Facilities for studies in Law were available in teaching departments of some of the universities and in the attached classes in some of the arts and science colleges. The total number of pupils studying for law was 22,598 (including 481 girls) as compared to 20,817 (including 425 girls) in the year 1956-57.

The total direct expenditure on law colleges increased to Rs. 20,41,205 by Rs. 2,60,225. Ninety-two per cent of the expenditure was met from fees alone, 5 per cent from government funds and 3 per cent from other sources. The average annual cost per pupil came to Rs. 153·4 as against Rs. 150·4 in the previous year.

Detailed statistics of these colleges in different States/Territories are given in table XCIX.

Medical Colleges

The total number of medical colleges increased by 7 during the year. The States of Andhra Pradesh, Kerala, Madhya Pradesh, Mysore and Rajasthan reported an increase of one college each. In Uttar Pradesh and West Bengal, there was an increase of 2 colleges each. Due to the reclassification of two Ayurvedic colleges as schools, the number of colleges in Bombay decreased to 19 during the year. Of the total 106 medical colleges, 58 were managed by government, 3 by municipal boards and 45 by private bodies. Some universities had provision for degree courses in medicine in their teaching departments. The total number of students receiving medical education in the colleges and teaching departments of universities rose to 30,317 (25,072 boys and 5,245 girls) from 27,289 (including 4,577 girls) in the year 1956-57. The total direct expenditure on medical colleges was Rs. 3,32,71,580 as compared to Rs. 2,83,93,554 in the previous year. Government's share of it was about 71 per cent, local boards 2·4 per cent, fees 19 per cent, endowments and other sources 7·6 per cent. The average annual cost per scholar amounted to Rs. 1,175·0, as against Rs. 1,095·5 in the preceding year. 4,014 students (including 706 girls) were declared eligible for the award of degrees (both graduate and post-graduate) and equivalent diplomas.

In table C State-wise details of medical colleges, enrolment, output, etc. are given.

The following all-India institutions provided facilities for training and research in medicine and public health:—

- (i) All India Institute of Hygiene and Public Health, Calcutta.
- (ii) Central Drugs Laboratory, Calcutta.
- (iii) Central Research Institute, Kasauli.
- (iv) Malaria Institute of India, Delhi.
- (v) Indian Cancer Research Centre, Bombay.
- (vi) Central Institute for Research in Indigenous systems of Medicine, Jamnagar.
- (vii) Nutrition Research Laboratories, Coonoor.
- (viii) Central Drugs Research Institute, Lucknow.

Table XCIX—Statistics of Law Colleges

State	Number of Institutions*	Number of Pupils†			Expenditure	Average Annual Cost per Pupil	Graduates			Post-Graduates			Total
		Boys	Girls	Total			Boys	Girls	Total	Boys	Girls		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Andhra Pradesh	1	1,842	24	1,866	Rs. 1,08,612	Rs. 75.0	501	7	508	5	..	5	
Assam	1	358	2	360	38,880	108.0	19	..	19	..	..	..
Bihar	3	963	2	965	1,69,328	202.3	268	..	268	..	..	..
Bombay	11	5,603	253	5,856	9,63,758	148.8	1,433	87	1,520	12	..	12	
Kerala	2	340	28	368	1,29,281	451.3	152	9	161	1	..	1	
Madhya Pradesh	3	983	12	995	28,368	90.9	264	3	267	..	..	..
Madras	1	1,082	14	1,096	1,57,208	147.9	410	9	419	6	..	6	
Mysore	5	1,020	22	1,042	1,84,830	177.4	266	2	268	2	..	2	
Orissa	1	169	3	172	34,539	200.8	39	..	39	..	..	..
Punjab	1	586	2	588	1,61,516	274.7	166	2	168	..	..	..
Rajasthan	..	892	6	898	..	..	251	2	253	7	..	7
Uttar Pradesh	..	4,265	32	4,297	..	..	1,208	4	1,212	9	..	9
West Bengal	1	2,959	52	3,011	61,010	96.8	409	8	417	..	..	..
Delhi	..	1,049	29	1,078	..	..	278	12	290	3	..	3
Pondicherry	1	6	..	6	3,875	645.8	2	..	2	..	..	..
India	31	22,117	481	22,598	20,41,205	153.4	5,686	145	5,811	45	..	45	

*Excludes University teaching department and attached classes of arts and science colleges.

†Includes enrolment in university teaching departments and attached classes.

MB249MofEducation—21

Table C—Statistics of Medical Colleges

State	Number of Institutions*	Number of Pupils†			Expenditure	Average Annual Cost per Pupil	Out-put					
		Graduates					Post-Graduates					
		Boys	Girls	Total			Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	7	1,791	486	2,277	Rs. 22,08,300	Rs. 953·5	125	49	174	19	4	23
Assam	2	488	45	533	8,43,943	1,583·4	38	4	42	..	..	..
Bihar	7	1,623	195	1,718	13,64,538	855·5	215	24	239	31	4	35
Bombay	19	4,965	1,285	6,250	61,50,238	1,022·1	763	152	915	93	20	113
Kerala	3	570	204	774	6,78,574	835·7	63	24	87	..	..	..
Madhya Pradesh	8	1,365	241	1,606	15,01,122	954·9	113	21	134	23	5	28
Madras	6	2,678	663	3,341	35,11,436	1,015·7	254	107	361	18	4	22
Mysore	5	1,452	243	1,695	13,98,987	825·4	74	12	86	..	..	..
Orissa	2	321	89	410	6,86,170	1,671·1	57	10	67	..	..	..
Punjab	5	957	304	1,261	20,26,097	1,602·9	118	43	161	14	1	15
Rajasthan	7	898	110	1,008	7,04,184	701·4	95	12	107	14	..	14
Uttar Pradesh	15	3,575	381	3,956	18,15,876	791·2	412	48	460	57	5	62
West Bengal	14	4,071	586	4,657	58,05,072	1,233·5	661	89	750	50	1	51
Delhi	5	364	401	765	46,69,706	6,336·1	..	65	65	1	2	3
Pondicherry	1	54	12	66	1,08,337	1,641·5	..	..	..	..	..	..
India	106	25,072	5,245	30,317	3,32,71,580	1,175·0	2,988	660	3,648	320	46	366

*Excludes university teaching departments.

†Includes enrolment in university teaching departments.

Table CI—Statistics of Colleges for Physical Education

State	Number of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil	Out-put		
		Boys	Girls	Total			Graduates		
							Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
					Rs.	Rs.			
Bihar	2	120	10	130	64,570	496·7	69	..	69
Bombay	1	66	18	84	91,795	1,092·8	49	16	65
Kerala	2	90	38	128	21,326	166·6	73	31	104
Madhya Pradesh	1	25	..	25	1,19,688	4,787·5	..	..	..
Madras	2	40	7	47	1,37,250	288·9	32	..	32
Punjab	1	29	4	33	55,070	1,668·8	25	4	29
Rajasthan	1	21	..	21	24,714	411·9	..	..	..
Uttar Pradesh	3	131	25	156	1,23,532	980·4	74	28	102
West Bengal	1	13	14	27	25,141	931·1	13	7	20
India	14	535	116	651	6,63,086	609·5	335	86	421

Colleges for Physical Education

With the opening of Rani Lakshmibai College of Physical Education in the State of Madhya Pradesh and one college each in the States of Kerala, Rajasthan and Uttar Pradesh, the number of these colleges rose from 10 in the previous year to 14. Of these, 9 colleges were managed by Government and 5 by private bodies. The enrolment increased by 173 to 651 including 116 women students. The total direct expenditure on these institutions amounted to Rs. 6,63,086. The corresponding expenditure for 1956-57 was Rs. 4,71,500. The average annual cost per pupil rose to Rs. 609·5 from Rs. 563·3 in the previous year. Two hundred and forty-nine men and 56 women qualified themselves for the award of diploma.

State-wise details are given in Table CI.

Colleges for Technology

No change in the number of these colleges or their management was reported during the year. However, the total number of students studying for the courses leading to the award of degrees or equivalent diplomas in these colleges and in the teaching departments of the universities of Andhra, Annamalai, Banaras, Bombay, Calcutta, Madras, Osmania, Punjab and in the three all-India research institutions viz., Indian Institute of Sugar Technology, Kanpur, Harcourt Butler Technological Institute, Kanpur, and Indian Institute of Science at Bangalore, increased to 2,958 (including 9 girls) from 2,774 (including seven girls) in the previous year. The total direct expenditure on these colleges increased to Rs. 11,69,465 from Rs. 11,17,355. The expenditure was met from government funds, fees, endowments and other sources approximately in the ratio of 59 : 12 : 10 : 19. The average annual cost per pupil worked out to Rs. 1,322·9. The number of students declared successful for the award of degrees and equivalent diplomas was 673 (553 graduate standard and the rest post-graduate standard).

Colleges for Veterinary Science

The number of these colleges remained at 14, as before. All the colleges were managed by government except one in Andhra Pradesh which was under the management of Osmania University. The number of pupils on rolls in all the colleges rose from 4,659 to 4,832 (including 29 girls). The total expenditure on these institutions amounted to Rs. 41,13,198 as compared to Rs. 39,50,685 in the year 1956-57. Of the total direct expenditure, roughly 82 per cent was met from government funds, 14 per cent from fees and the rest from other sources. The average annual cost per pupil came down to Rs. 851·8 from Rs. 822·9 in the previous year. The number of students qualified for the award of graduate and post-graduate degrees was 574 (including three girls) and six respectively.

State-wise details of these colleges are given in Table CIII.

In addition to these veterinary colleges, the two premier research institutions in this field at Mukteshwar and Izatnagar continued to provide facilities for research in the main departments of Pathology and Bacteriology; Biological products, Animal Nutrition and Animal Husbandry, Poultry Research, Animal Genetics and Parasitology. During the year, 138 students were declared eligible for the award of post-graduate diplomas (Associateship, Membership, Associate Membership) of the Institutes.

Table CII—Statistics of Colleges for Technology

State	Number of Institutions*	Number of Pupils†			Expenditure	Average Annual Cost per Pupil	Out-put			
							Graduates		Post-Graduates	
		Boys	Girls	Total			Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11
										12
										13
Andhra Pradesh	..	188	..	188	Ra. ..	Ra. ..	36	..	36	12
Bombay	1	553	3	556	2,06,748	1,737.4	155	..	155	19
Madras	..	450	..	450	..	..	86	..	86	2
Mysore	1	65	..	65	1,37,556	893.2	60	..	60	..
Punjab	1	161	..	161	1,23,555	643.5	48	..	48	..
Uttar Pradesh	..	535	2	537	..	..	73	..	73	29
West Bengal	4	824	4	828	7,01,606	1,674.5	63	1	64	57
Delhi	..	173	..	173	..	..	31	..	31	..
India	7	2,949	9	2,958	11,69,455	1,322.2	552	1	553	119
										120

* Excludes university teaching departments.

† Includes emolument in university teaching departments.

Table CIII—Statistics of Colleges for Veterinary Science

State	Number of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil	Out-put			
							Graduates		Post-Graduates	
		Boys	Girls	Total			Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh .	2	556	3	559	Rs. 3,30,514	602.0	96	..	96	..
Assam .	1	208	..	208	1,87,090	769.9	4	..	4	..
Bihar .	1	775	..	775	3,12,276	402.9	134	..	134	..
Bombay .	1	261	..	261	2,36,527	906.2	49	..	49	..
Kerala .	1	274	16	290	1,17,544	546.7	..	..	..	..
Madhya Pradesh .	2	556	2	558	4,11,395	737.3	68	..	68	..
Madras .	1	410	3	413	5,66,329	1,371.3	78	1	79	..
Orissa .	1	93	..	93	1,95,690	1,136.5	..	..	..	..
Punjab .	1	383	..	383	3,10,786	811.5	77	..	77	3
Rajasthan .	1	216	..	216	2,96,799	700.0	28	..	28	..
Uttar Pradesh .	1	641	1	642	5,18,106	1,109.4	107	..	107	3
West Bengal	1	430	4	434	7,14,142	1,630.5	30	2	32	..
India .	14	4,803	29	4,832	41,13,198	851.8	671	3	674	6

Other Colleges

During the year, there were three such colleges—the Co-operative Training College at Poona, Sir J.J. School of Art, Bombay and Dairy Science Institute at Karnal (Punjab). Besides these colleges, facilities for subjects like fisheries, dairy science and co-operative training were available in classes attached to institutions covered before. Details about these institutions, together with enrolment in the subjects not dealt with in the preceding paragraphs are given below:—

Statistics of Colleges for Other (Unclassified) Subjects

State	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Output of Graduates		
		Boys	Girls	Total			Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
					Rs.	Rs.			
Bombay . .	2	147	1	148†	8,36,596	584·8	70	1	71
Kerala . .	..	18	1	19†	..	..	12	..	12
Punjab . .	1	‡	‡	‡	61,177	3,058·9	..	..	..
Uttar Pradesh . .	..	68	..	68	..	..	..	..	..
West Bengal . .	..	24	3	27§	..	..	..	..	..
Delhi . .	..	29	..	29	..	..	..	..	..
Ind'a . .	3	286	5	291	8,97,773	587·5	82	1	83

* Includes enrolment of attached classes.

† Represents Co-operative Training.

‡ Represents Dairy Science the enrolment of which has been included under Agriculture.

§ Represents Fisheries.

CHAPTER IX

SOCIAL EDUCATION

The year 1957-58 witnessed consolidation and expansion in Social education. A brief account of the important activities of the Central Government in this field is given below :—

1. The scheme of coordinating the Social education activities of the State Education Departments and the Social Education Organisers' Training Centres in the community project areas was continued during the year. Forty-seven District Social Education Organisers out of the sanctioned strength of 117 were appointed by the State Education Departments. Central assistance for the implementation of this scheme was 50 per cent of their salaries and allowances.

2. The Government of India approved the States' schemes of Social education and library development included in their Educational Development Programmes for 1957-58 and met 50 per cent of the expenditure.

3. Under the scheme of financial assistance to recognised voluntary social educational organisations, grants totalling Rs. 5,48,000 out of a provision of Rs. 7.2 lakhs for 1957-58, were sanctioned.

4. The Advisory Committee for Libraries appointed to advise the Government of India on the expansion of library service in the country started functioning during the year. The Committee was to survey the existing conditions of libraries in India and submit its recommendations to the Government on its future library policy. The Committee finalised the procedure it would adopt in its work as well as the questionnaire to be circulated amongst the State Governments, libraries and other organisations.

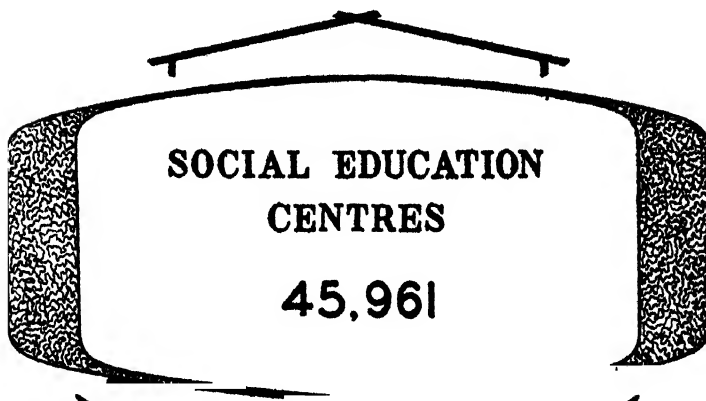
5. The National Fundamental Centre which was set up by the Government of India under the Ministry of Education in May, 1956 to serve as a national centre for training, research and evaluation and to provide leadership in the field of Social education, started its full programme of activities. During the year, almost all staff appointments had been made and equipment obtained locally and through the Technical Cooperation Mission. Arrangements for training the first batch of District Social Education Organisers from States from April, 1958 were completed. During the year, two UNESCO experts—one in Research and Evaluation and the other in Audio-Visual Aids joined the Centre. Plans for research to be taken up by the Centre were prepared by the Research and Evaluation expert. The Centre also served as the clearing house of ideas and information pertaining to Social education.

6. Under the Central schemes of Social education, preliminary work towards the following schemes was in progress :—

- (i) Institute of library science for imparting training in librarianship etc.,
- (ii) Evening institutes for workers' education and
- (iii) Social education in urban areas.

SOCIAL EDUCATION

1957-58



**ADULTS
ON ROLLS**

MEN.....10,58,912

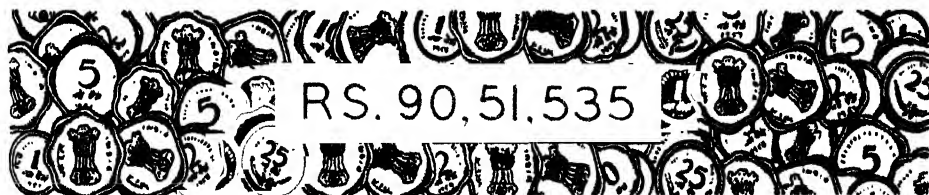
WOMEN...1,47,718

**ADULTS
MADE LITERATE**

MEN.....4,64,031

WOMEN.... 55,187

EXPENDITURE



It was proposed to set up a pilot Workers' Institute in a city with a large population to explore the potentialities of social education work amongst labourers. For effective organisation of Social education in urban areas, 8 Coordinating Councils were proposed to be set up in important cities with a provision of Rs. 2½ lakhs. The scheme was referred to State Governments for their comments.

7. The Research, Training and Production Centre of Jamia Millia, Islamia prepared 12 specimen books for neo-literates. The project, sponsored by Government of India, was completed in 1957 at a cost of about Rs. 40,000.

8. Another project undertaken by the Government of India in July, 1957 was a scheme of research in the syllabus, text-books, etc. for Adult schools, at an estimated cost of Rs. 2,18,600. The scheme which would last for about 3 years was being executed by the Research, Training and Production Centre of Jamia Millia, Islamia.

9. The production of literature for neo-literates and children in different regional languages received increased impetus through various prize competitions held by the Ministry of Education, through award of prizes to authors of the best books in all languages and through the purchase of 1,500 copies of every prize-winning book for neo-literates and 2,000 copies of every prize-winning book for children of the previous years' competition. The books purchased were distributed free of cost to schools, libraries, children's libraries, social education centres in Community Projects and National Extension Service Blocks, etc., through State Governments. In the fourth competition for books for neo-literates held during the year, 40 prizes of Rs. 500 each were awarded to authors in various Indian regional languages in consultation with the Popular Literature Committee. Authors of the best five of these books were given an additional award of Rs. 500 each. A Children's Literature Committee was set up to assist in the competent assessment of prize books for children and encouragement of literature for children for two years. 22 prizes were awarded on the basis of the third competition held in literature for children.

10. The scheme of organising literary workshops (sahitya rachanalayas) for training authors in the technique of writing books for neo-literates and children continued during the year. Government of India sanctioned eight literary workshops—four for training authors in the technique of writing for neo-literates and 4 for children—the former to be organised in Bombay, Kerala, Uttar Pradesh and West Bengal and the latter in Jammu and Kashmir, Orissa, Punjab and Rajasthan. The estimated cost of each workshop was Rs. 11,000.

11. Under the scheme for the production of model books for adults especially of low reading ability, the second edition of 10,000 copies first volume of 'Gyan Sarover'—a popular encyclopedia in Hindi providing easy and pleasant reading on diverse topics of interest to men, women and children—was brought out.

Another encyclopedia for persons of a higher level of literacy, published by M/s Viswa Bharati, Lucknow in Hindi in 10 volumes, was subsidised by Government of India.

12. The scheme for the production of model books for children was continued. Besides, 'Baun Ki Kheti' which was published earlier, two more books 'Bharat Ke Jahaz' and 'Anokha Janwar' were brought out. The manuscript of 'Golden Plough' was approved during the year. Manuscript of 'Story of Life' and 15 entries in a prize competition for the best 'History of India' were received for the award of Rs. 5,000 to the best author.

13. To encourage private agencies to produce suitable literature for children, the Ministry of Education invited the cooperation of Indian publishers for printing and publishing Hindi translation of five books each of foreign classics series and Biology series. A publishing concern of Banaras was selected for publishing 5,000 copies of each of the foreign classics. The Ministry of Education undertook to subsidize the price of these books to the extent of one-third of their cost and purchase 2,000 copies of each of these five books for free distribution to schools, libraries, etc. through State Governments.

14. Under the scheme of encouraging production of social education literature in Hindi through the purchase of copies of outstanding books in this field, social education literature costing about 1.2 lakhs was bought by the Ministry of Education for distribution to educational centres and libraries. The State Governments shared 50 per cent of cost of books, while the balance plus the cost of packing and postage were borne by the Government of India.

15. In order to provide suitable literature to guide social education workers professionally, the Ministry of Education announced a prize scheme under which manuscripts on five selected topics were invited by 30th June, 1957 for the award of prize of Rs. 250 each for the best manuscripts.

16. A scheme costing Rs. 1.546 lakhs submitted by the Hindustan Culture Society, Allahabad, for producing eight graded books for neo-literates was approved by the Government of India and the Society was entrusted with the work in July, 1957. Two instalments of Rs. 25,000 each were sanctioned towards this project. Work on preparation of lessons for books I and II had reached an advanced stage.

17. The National Book Trust established on 1st August, 1957 to make available to the people a large volume of good literature at moderate prices, started functioning and drew up its programme of publications with a budget provision of Rs. 2 lakhs for 1957-58.

18. A Children's Book Trust was set up to enlarge facilities for producing books for children in different languages. Unlike the National Book Trust, it was a private registered body. The Government of India advanced a loan of Rs. 7 lakhs, repayable in ten equal annual instalments, to the Trust for setting up its press and accommodation.

19. In pursuance of the recommendations of the Sixth Development Commissioners' Conference held at Mussoorie in April, 1957, under the auspices of the Ministry of Community Development, a Rural Education Committee consisting of the representatives of the Ministries of Community Development, Food and Agriculture and Education was appointed in January, 1958 to examine the

functioning, aims and objectives of janta colleges, rural institutes, manjari schools and basic agricultural schools. The terms of reference of the Committee were:—

- (a) To examine the objectives of the institutions in question and to recommend any modifications in the same.
- (b) To indicate broadly the lines on which the syllabi of these institutions should be remodelled, so that the objectives of the institutions are achieved and duplication of effort is avoided.
- (c) To suggest modifications for any improvement in these institutions including the objectives so that the output from any of these institutions is not in excess of the requirements.

The Committee visited and discussed problems with the staff of the institutions, the officials of the State Governments, and non-officials intimately interested in them.

20. The activities of the Adult Literature and Children's Sections of the Central Educational Library were continued during the year. The Adult Literature Section registered 1,720 borrowers during the period under review bringing the total to 6,200 from 4,366 and circulated 55,200 volumes. 90,746 Central Government employees used the library reading room.

The Children's Section, besides issuing books, prepared 23 bibliographies in English and Hindi and evaluated 97 Hindi Books for inclusion in the 'Central Education Library Literature Notes'. It participated in exhibitions of children's books and a Science seminar.

Audio-Visual Education

21. Audio-Visual education was introduced in certain teachers' training colleges as a subject.

22. Steps were taken to establish a National Institute for Audio-Visual Education at New Delhi for training teachers in Audio-Visual education with the co-operation of Technical Cooperation Mission. A provision of Rs. 50 lakhs was made for the purpose. Of the three Audio-Visual U.S. experts to be recruited by T.C.M. in consultation with the Government of India, one expert joined as Generalist. During the year, a sum of Rs. 50,000 was provided for the project.

The estimated cost of construction of the Building for the National Institute of Audio-Visual Education came to Rs. 7,06,800.

23. On the recommendation of the National Board of Audio-Visual Education, the first issue of the Audio-Visual Journal was brought out in April, 1957 to foster interest in the use of audio-visual techniques and to serve as a forum for teachers and social education workers.

24. A two-day Regional Audio-Visual Convention of the members of Central Film Library was organised on August 3 and 4, 1957 at New Delhi to stimulate teachers' interest in the use of Audio-Visual aids in schools. The Convention attended by 33 teacher-delegates and many observers was the first of its kind organised in India. It was responsible for the formation of an Audio-Visual Society in Delhi and for mooted the idea of organising similar Convention in other States. An audio-visual exhibition was also organised on the occasion.

25. Under the programme for the production of educational films, two films—(i) *Jamia Millia* and (ii) *the Climate of India* were completed and the following films were under preparation (i) *Institute of Technology, Kharagpur* (ii) *Birds of India* (iii) *Quiz films* and (iv) *the Teaching of Elementary Mathematics*.

26. Under the programme of production of Visual Aids, the Unit for the Production of Visual Aids prepared two charts entitled 'Four R's of Audio-Visual Programme' and 'Seven Ingredients of a Good Lesson' and printed 10,000 copies of each for sale. A folder entitled 'Care of 16 mm Films' was also produced for the benefit of members of the Central Film Library. 153 copies of the filmstrip 'Organisation of Clubs' and 'Education for Life' were made available free of cost to the Directors of Public Instruction and Development Commissioners in States.

27. At the request of the Ministry of Education, the Director-General, All India Radio, set up a six-member Advisory Committee to advise the Government of India on the production of gramophone records for use in secondary schools.

28. The 33 mm filmstrip projector, designed and completed by the Ordnance Factory, Dehra Dun, for use in schools/institutions in pursuance of the recommendations of the National Board for Audio-Visual Education, was previewed in the Ministry of Education for mass production.

29. With the object of implementing the recommendation of the National Board of Audio-Visual Education in India regarding the work of translation of the teaching notes of filmstrips into Hindi, a translation unit was set up in the Ministry of Education which obtained permission from foreign producers of filmstrips for translation of their standard teaching notes on filmstrips into Hindi. Teaching notes of 13 filmstrips were translated during the year.

30. Films acquired from the countries of Malaya, Indonesia, Czechoslovakia and Canada were previewed with a view to considering the possibility of acquiring them on the basis of exchange of negatives. Films already acquired from the National Film Board of Canada under this project were being dubbed in Hindi at the Films Division, Bombay. The Ministry of Information and Broadcasting were requested to draw up estimates for the project. A sum of Rs. 25,000 was provided for this during the year.

31. For the purchase of films, filmstrips, film equipment and other audio-visual aids for the Central Films Library, a sum of Rs. 69,000 was provided. 600 films, 40 filmstrips and some equipment were added to the library. The Preview Committee held 30 meetings, and 149 films and 142 dia-maps and slides were previewed. The library enrolled 136 members bringing the total to 1,126. As many as 7,764 films and 20 filmstrips were issued to member institutions. Reprints of an article 'How to Make Class Room Diorama' by B. Hughes were distributed to members of Central Films Library and also to State governments to acquaint teachers with the latest development in Audio-Visual education. Similarly, copies of a pamphlet entitled 'Printing by Silk Screen' were made available to the Directors of Public Instruction and Development Commissioners in States. Three outstanding films 'Children of Hiroshima', 'Beneath the Seven

'Seas' and 'Hello Elephant' were acquired for audience engaged in the promotion of film appreciation and also for the Research and Reference Section of the Central Films Library.

The Mobile Cinema Unit attached to Central Film Library, during this year, confined its activities to conducting film shows in educational institutions only to demonstrate the proper use of audio-visual aids for class-room teaching. It organised 300 film shows and 45 preview meetings. The unit also undertook a project of assessing and evaluating the usefulness of films in education with the object of guiding the members of Central Films Library in the proper use of films and showed some specially selected films.

A sum of Rs. 4,000 was provided for the maintenance of the Mobile Cinema Unit.

32. The UNESCO Travelling Library on Audio-Visual Education which was received by the Ministry of Education and Scientific Research in December, 1956 was loaned to the social education organisers' training centres at Nilokheri, Allahabad, Calcutta, Sriniketan and Delhi.

33. For the implementation of the Central Audio-Visual schemes during 1957-58, a sum of Rs. 1.5 lakhs was provided. Besides, the Central Ministry of Education paid a sum of Rs. 5.78 lakhs to State governments and Union Territories as Central assistance for the implementation of eight schemes started during the previous year.

34. December 1, 1957 was observed as the All-India Social Education Day throughout the country and due publicity was given to social education programmes. Besides, exhibitions and film shows were organised.

Main Developments

A brief account of the progress achieved in the field of Social education in different States and Union Territories is given below:

Andhra Pradesh

Schools were supplied with continuation reading material to facilitate the neo-literates to improve their knowledge.

The two adult education mobile units and the mobile audio-visual education van organised 686 propaganda lectures and 180 educational film shows for illiterate audiences. Under the scheme of training teachers in adult literacy schools in Andhra area, 105 elementary school teachers underwent intensive training in Adult education methods during the year.

To make Adult education a success, and train the teachers of adult schools, a scheme of 'Training of Social Education Workers' was sanctioned in January, 1958 under the Second Five Year Plan in Telengana area. 85 candidates participated in the training course held in March, 1958. A social education exhibition was organised in January, 1958 in Kothagudem in connection with the celebration of Health Week.

The Janta College, Domakonda conducted 3 courses, each of 14 weeks' duration. A monthly stipend of Rs. 25 was sanctioned to each trainee. 74 village youths received training during the year.

Under the Second Five Year Plan Schemes, the Regional and District libraries in Andhra and Telengana areas were given grants of Rs. 34,605 and Rs. 1.05 lakhs respectively for expanding library facilities. Audio-Visual education equipment costing Rs. 16,460 was supplied to Central Films Library in Andhra area and of Rs. 38 thousands to some of the high schools in Telengana area. A Vocabulary Research Unit established at Rajahmundry, during the year 1956-57, was included in the plan schemes of the year under review.

The Audio-Visual education scheme was extended to Telengana area during the year under report. Thirty schools were supplied with radio sets and 15 schools with tape recorders. In Andhra area, 30 schools were supplied with radio sets on grants basis.

1,004 filmshows and 324 filmstrip shows were shown in schools. Seminars on Audio-Visual education were organised in all the 15 educational districts in the Andhra area and exhibitions of audio-visual aids prepared by pupils and teachers were held and prizes awarded to the best exhibits.

In the three training courses conducted in Audio-Visual education, 60 teachers were trained.

Assam

Under the scheme for expansion of library movement, the seven district libraries selected a number of 'Deposits Centres' from amongst the village libraries aided by the Department for circulation of books. An amount of Rs. 34,424 was given to 716 rural libraries as book grants and 10,936 additional books were distributed free to these libraries by the Department of Education.

Under the programme for education of adults, instruction in the three R's and fundamentals of health, hygiene, economic development through spare time activities, improved agriculture, citizenship, culture and recreation was imparted to adults. Voluntary organisations conducting adult education centres were supplied materials for the literacy classes as well as follow-up literature free of cost.

Two model community centres were established during the year for the spread of literacy and improvement of health and hygiene.

During the year, an intensive programme for the training of social educational workers was undertaken. 18 such training camps were organised. At these camps, mostly residential, 565 workers (mostly primary school teachers) were given training in the subjects and practical social work and recreational programmes were undertaken with the cooperation of local people.

Special book exhibition was organised at Gauhati in collaboration with the District Library, Gauhati.

The bimonthly journal 'Janasiksha' meant mainly for the neo-literates was distributed free to the adult education centres.

One more mobile unit was added to the already existing one unit in audio-visual education section. 172 film shows were organised by them.

Bihar

The State government sanctioned a sum of Rs. 3,23,520 for continuance of the 337 social education centres opened previously under the scheme for providing relief to educated unemployed. The scheme for the establishment of a film library at Patna was approved and a sum of Rs. 25,000 was sanctioned for distributing radio sets in 100 non-government high schools.

Bombay

Social education continued to be well organised in the erstwhile Bombay State under city social education committees at Bombay, Poona, Ahmedabad, Sholapur and Jalgaon, and under two regional social committees in the remaining areas of the State, one each for the two linguistic regions of Maharashtra and Gujarat. The committees were paid grants at 50 per cent of their approved expenditure. In the community development projects and national extension service blocks, the development of Social education was the special responsibility of the Project and Block Development Officers, and special staff and funds were provided for the purpose. In other areas, Social education was left to the control of Education Department. In Saurashtra, social education activities were pursued by the Education and Development Departments. Agencies like Maldhari Sangh and Backward Class Board also carried on this work. In Vidharbha region, the Social Welfare Department and the Development Department dealt with Social education. In Marathwada and Kutch areas, the community development projects and national extension service blocks and Education Departments looked after the spread of social education. In Kutch, two more agencies—Social Welfare Department and District Local Boards—conducted adult centres.

The Bombay City Social Education Committee continued to publish the news sheet 'Saksharata Deep' and monthly magazines were published in regional languages by the regional social education committees. The Urdu fortnightly 'Rahber' was published by a private agency subsidised by the Department. Under the scheme of production of social education literature for neo-literates, 6 books were published by the regional social education committee during the year, bringing the total of such books published so far to 75. A literary workshop for training writers in the technique of writing for neo-literates and a writers' camp were organised at Umbharat (District Surat) and at Alanda (District Poona) respectively.

The mobile library system, sponsored by the regional social education committee for Guajrat, was working well. 59,810 new books, suitable for neo-literates, were purchased at a cost of Rs. 21,080.41 nP. The scheme of integrated library service was continued during the year at a cost of Rs. 10,460 and 57,594 books were circulated. The class circulating libraries, area libraries and central libraries started by the Bombay City Social Education Committee continued their activities during the year. 186 books were added to the central library. There were six area libraries with about 700 books.

Under the scheme to train social education workers, 25 short courses of a fortnight's duration were organised, in which 807 social education workers were trained at a total cost of Rs. 19,535. Besides, a short-term training course in Education of 5 months' duration was organised at the Graduates' Basic Training Centre, Amravati in which 20 social education organisers were trained. A number of courses and camps were also organised for social education workers in the community development projects and national extension service blocks. A handbook for social education workers viz. 'Suggestions to Teachers in Social Education' was prepared during the year. Seminars on 'Education and Social Education' were organised at Baroda, Surat, Kolhapur, Buldhna and Parbhani in May, 1957 for social education organisers, departmental officers, inspecting officers, and a seminar was organised at Nagpur from 15th November, 1957 for State level officers. The national level seminar held at Gwalior from 30th November, 1957 to 2nd December, 1957 was attended by the Director of Education. The divisional conferences of social education organisers of 3 days' duration each were organised at Satara, Nasik, Baroda, Rajkot, Parbhani and Akola during December, 1957 to March, 1958.

The other general social education programmes such as cultural programmes, visual aids, film shows, radio talks, celebration and observance of national days, etc., were continued during the year. 7,285 film shows, 1,086 filmstrip shows and 96 magic lantern shows were arranged. Two short-term courses for visual education were conducted for the benefit of 72 secondary school teachers and a short course in Audio-Visual education was arranged for 28 gramsevakas and gramsevikas deputed for handicrafts training by Central Social Welfare Board from 14 states. Two exhibitions were also organised during the year in Vidharbha. Programmes were also presented by Kalapathaks.

In Saurashtra, 823 new *Youth Mandals* were started.

In order to give instructions to women in subjects like child care, simple arts and crafts, Government continued the scheme of Matru Vikas centres in Bombay, Poona and Sholapur under the respective city social education committees on 50 per cent grant-in-aid basis.

For eradicating untouchability and providing healthy recreation combined with instruction, five new Sanskar kendras were opened during the year bringing the total to 39.

Under the scheme for opening community-cum-recreation centres for Vimukta Jatis, three kendras were functioning during the year.

The pilot project 'Farm Forum', launched by the All India Radio with the help of UNESCO to impart useful information to agriculturists, was continued as a permanent feature of Poona Station. A Farm Advisory Committee was set up for the purpose with the Director of Education as one of the members. Besides agricultural topics, subjects like health, sanitation, education, cooperation, etc. were also discussed at these Forums.

Kerala

To economise expenditure and promote better coordination of work, the Government decided to abolish the separate social education wing and to integrate it with the Education Department at the State and district levels. Under

the orientation training programmes for primary school teachers, six orientation training camps, of one month's duration each, were organised and 291 teachers were trained. Activities like youth festival, labour and social service camps, tours and hikes under the youth welfare programmes were organised by the social educational wing.

221 educational film shows were arranged by the two audio-visual units of the social educational wing. Special shows were also conducted on request from institutions and in seminars and conferences. It was decided to set up a Central films library and preliminary steps were taken to form four district film libraries attached with mobile units.

Madhya Pradesh

Social educational schemes received further fillip during the year with the starting of circulating libraries, free supply of literature, installation of radio sets, organisation of cinema shows, etc. About 1,500 film shows were arranged. Booklets and folders on subjects of rural and general interest were produced. A monthly wall news-paper called 'Samachar' and a quarterly magazine 'Deepak' were brought out.

An exhibition unit was set up in each district and in each divisional head-quarter to spot-light the progress made in the field of panchayats, social education and social welfare.

The kala pathaks, already existing in Mahakoshal, were further strengthened. Four kala pathak units were started in the Vindhya Pradesh area during the year.

Madras

The modified scheme of Social education continued satisfactorily during the year. The scheme which was introduced during the year 1954-55, was restricted to the age-group 8—18, and was confined to the national extension service and community project areas. The course was spread over 3 years. 60 adult literacy schools were opened during the year. Two training schools for the training of teachers for these schools were started, one at Tirukhallikundram and the other at Tirumangalam. Six courses of training in adult education methods were conducted in each of the training schools and 480 teachers were trained.

Under the scheme for the production of social education literature for neo-literates, an expenditure of Rs. 22 thousands was incurred during the year and 50 books were approved for publication.

The two adult education mobile units conducted 265 film shows during the year. Films and filmstrips for Rs. 15,000 were purchased for the film library.

Mysore

Under the control of the Mysore State Adult Education Council in the erst-while Mysore state and Hyderabad and Madras Karnatak areas, the various schemes of Social education were undertaken and continued. A new Vidya-peetha was started at Shivaragudda in Maudya District for rural leadership and cottage industries. The council started 34 new libraries during the year.

Three more mobile units were added to the existing 4 for increasing the facilities of visual education at vidyapeethas with a generous aid from the Government of India.

Orissa

Construction of buildings for the opening of a Janta College at Angul was taken up during the year.

For the production of social education literature for adults and for literacy as well as follow-up studies, the post of the Production Officer and Writer-cum-Translator was continued. Eight books were brought out and distributed to national extension service and community development blocks. 20,000 copies of a primer in Oriya were printed. 12,000 copies of two new posters on 'Manure' and 'Kalasi' were printed and distributed to blocks.

A new set of rules for giving grants-in-aid was prepared by Government and grants of Rs. 1,00,000 were distributed to village libraries. 745 libraries were given grants to the extent of 75 per cent during the year under report. The integrated library service at Angul continued to function satisfactorily.

A children's literature committee was constituted by Government.

For the preparation and purchase of audio-visual aids grants were given to training schools and colleges.

The mobile film unit organised 71 filmshows. Two play-lets were recorded and 250 copies of each were prepared for distribution to the N.E.S. and community development blocks. Five documentary and three feature films were purchased for the film library during the year.

Punjab

In the community project and national extension service blocks, women organisations, children parks and 2,400 young farmers' clubs were set up. Besides, there were 1,680 reading rooms and libraries and 2,521 community centres in block areas.

Two fully equipped mobile vans arranged a number of filmshows and propaganda lectures in Jullundur and Ambala divisions.

The Central library at Chandigarh, three district libraries and one audio-visual education library were further developed. Five social education officers were appointed in the State.

At the Janta College, Dujana (Distt. Rohtak) 75 trainees completed the course during the year.

Rajasthan

Under the scheme for promoting Social education, five district social education offices, one each at Alwar, Bharatpur, Banswara, Dungarpur, and Ganganagar were established to look after Social education. Out of a provision of Rs. 86,000, Rs. 69,000 were spent during the year.

Under the scheme of Audio-Visual education, the office of audio-visual education Officer with staff was established at Ajmer. 45 radio sets, and films and filmstrips were purchased during the year.

Uttar Pradesh

To accelerate the pace of Social education, two more mobile training squads were started, in addition to the two established during the previous year, and the construction work of eight circulating libraries was completed. For purchase of film projectors, Rs. 60,000 were sanctioned to district social education organisations.

Under the Second Five Year Plan scheme for improving the production of the films and the filmstrips, a camera dolly and an editing table were added to the production equipment and the construction of a film studio was undertaken. The film producing section of the Education Department produced 6 films namely (i) Naye Sikke, (ii) Cheeni (iii) Departmental News, 1957-58, (iv) Cement Ki Kahani, (v) Dhaloo Dharti Ka Upyog and (vi) Fruit Preservation and six filmstrips namely (i) Allahabad Museum, (ii) Lucknow Museum, (iii) Ayodhya, (iv) Audio-Visual Aids I, (v) Audio-Visual Aids II and (vi) Audio Visual Aids III and made arrangement for the exhibition of films and filmstrips. Five publicity vans fitted with projectors and loudspeakers moved extensively in the rural areas and organised 402 film shows.

The State central film library established during the previous year purchased 127 films and 148 filmstrips for Rs. 55,729. The library issued 631 films and 12 filmstrips to institutions.

During the year, fifteen districts of the State were selected for intensive development of Audio-Visual education. District associations and executive committees were formed in these districts. Grants to the extent of Rs. 4,000 for the purchase of audio-visual equipment were sanctioned to each of these districts on 50 per cent basis, the remaining 50 per cent to be provided by the district associations.

Under the Second Five Year Plan schemes of educational development, a literary workshop of one and a half months' duration for training writers in the production of literature for neo-literates was organised from January 12, 1958 to February 26, 1958 in which 19 delegates participated.

The Education Expansion Department of the State maintained 1,333 Government libraries and 3,600 reading rooms in rural areas. Books and periodicals of the value of Rs. 1,26,687 were supplied to them.

The social education week was celebrated in January-February, 1958. A reading room for pilgrims was set up in the local magh mela camp which was visited by 2,150 persons. Educational and cultural films were exhibited in the evenings. An education exhibition for Social education purposes was held in Meerut.

West Bengal

Expansion of integrated library service in urban and rural areas was kept up. 134 more rural libraries were set up in addition to the existing 130 libraries. Besides, there were 1,709 aided village libraries with a total collection of 31,71,194 books. 31,37,799 books were issued to public during 1957-58. Five area libraries were started at Kalimpong and eight more area libraries sanctioned during the year. For the State central library first instalment of books and equipment was purchased during the year.

The publication of the monthly journal 'Jana Siksha' was continued and 5,000 copies were distributed free to neo-literates and social education workers.

Grants of Rs. 4,86,974 were sanctioned to 12 voluntary organisations for such constructive activities as adult literacy classes, craft training, health and sanitation, campus training in first aid, library service, and establishment of audio-visual units. Facilities for follow-up education also existed in the library centres.

A literary workshop was organised at Banipur for the production of literature for neo-literates, where 16 writers and 2 artists underwent training. Twenty well-illustrated books were written by the participants.

49 social education organisers received training in different social education organisers' training centres. A vocabulary research unit was sanctioned and attached to the David Hare Training College for preparing a graded vocabulary for children and neo-literate adults.

Steps for the revival and reorientation of the traditional folk entertainment were taken. The State government sanctioned grants of Rs. 29,000 to bona fide organisations, parties and individuals through social education councils in different districts. 1,012 performances were held and were attended by 5,62,023 persons. Training in 'Katha Kata', folk dance, opera, drama and community entertainment was imparted at three centres—Bangabani, Nabadwip; Kathakata Training Centre of Pandit R.R. Goswami, Nabadwip and Kathakata Training Centre of Pandit Probhat Chandra Goswami at Cooch Behar, with government grants. 40 trainees received training at these centres. For organising folk recreational activities, special grants of Rs. 1,000 were sanctioned to the following 4 well-known organisations : (i) Rural Reconstruction Institute, Viswa Bharati, (ii) Saresh Ram Krishna Mission Ashram, (iii) Rama Krishna Mission Jana-siksha Mandir, Belur and (iv) Kakdwip Gaudiya Math. Nearly 1,72,600 persons attended 1,182 performances arranged by these organisations.

The audio-visual unit organised 951 shows and exhibited 536 films.

During the year, 30 open air work-camps were held and a new school-community centre was sanctioned.

The janta colleges organised annual ten-day melas and arranged recreational performances and exhibitions. A national seminar on 'Workers Education' under the auspices of the Indian Adult Education Association, Delhi was held at Habra from 21st December, 1957 to 27th December, 1957. Over 100 social education workers participated in the seminar.

A. & N. Islands

Three social education extension officers were appointed in the national extension service blocks during the year.

Delhi

Under the scheme for the production of social education literature for neo-literates, 3 prizes were awarded to the authors of best books for the neo-literates. A sum of Rs. 4,000 was spent on this account.

The 5 model community centres started during the First Five Year Plan continued their work satisfactorily during the year.

The integrated library services also started under the First Five Year Plan were continued during the year. The libraries attached with a mobile service at Najafgrah supplied books and magazines to rural population.

During the year, about 80 women received training at the Mobile Janta College for Women in knitting, tailoring and embroidery. The Janta College, Alipur continued to impart training in village leadership.

The educational caravan in their tours to rural areas organised film shows, educational melas, dramatic performances, demonstrations on health and agriculture, exhibitions and inter-village tournaments. It also provided mobile library service. The department continued to publish the two fortnightly *'Hamara Gaon'*, *'Hamara Shahar'* and supplied them to literacy centres.

Himachal Pradesh

Under the library service schemes, library books, furniture and other requisites costing Rs. 31,000 were purchased for the proposed Central library. Similar purchases worth Rs. 1.85 lakhs were made for the opening of 5 circulating district libraries.

L. M. & A. Islands

A sum of Rs. 1,200 was set apart for starting adult education centres.

Manipur

A social education unit was set up to coordinate various social education programmes. A district library and a children's library-cum-museum were established during the year.

An audio-visual unit was set up and its officer sent to Bombay for a short term training in Audio-Visual education.

For the production of literature, one writing competition of books for children and neo-literates was conducted. 5 prizes were awarded to writers of books for children and 5 other prizes to writers of books for neo-literates. 1,000 copies of first prize winning book were purchased for distribution to adult literacy centres.

Tripura

During the year, 4 more sub-divisions were brought under community development blocks.

The State Education Directorate set up a film equipment pool. The State central library and branch libraries were enriched. The mobile library van newly procured supplied suitable books to branch libraries for village readers. A mobile squad arranged film shows and other programmes in 85 social education centres. Another mobile cultural squad manned by 4 social education workers organised mobile puppet shows.

A staff training course for social education workers was conducted in Janta College in which 40 village women social workers and 20 non-official social workers were trained in Social education.

Schools/Classes/Centres

The total number of social education schools, classes and centres increased by 4·5 per cent from 44,058 (39,342 for men and 4,716 for women) to 45,961 (40,878 for men and 5,083 for women) during the year. Of these, 11,552 were managed by government, 1,091 by district boards, 189 by municipal boards and 33,129 by private bodies.

The number of social education schools, classes and centres in rural areas increased from 36,562 (33,952 for men and 2,610 for women) to 38,473 (35,143 for men and 3,330 for women) and constituted 83·7 per cent of the total number of social education centres as against 83·0 per cent in the previous year. Cols. (2) and (3) show the State-wise distribution of social education schools, classes and centres for the year 1956-57 and 1957-58. Increase was reported by the States of Assam, Bihar, Bombay, Kerala, Mysore, Uttar Pradesh, Tripura and Pondicherry only, the highest being in Bombay (1,675) and the least in Pondicherry (4). Rajasthan reported the same number of schools as during the previous year. The decrease in the number of social education schools/classes/centres in the States of Andhra Pradesh, Assam, Madhya Pradesh, Madras, Orissa, Punjab, Delhi, Himachal Pradesh, L.M. & A. Islands and Manipur was due to closure of schools on account of low attendance. With the transfer of Tuensang division of N.E.F.A. to Naga Hills Tuensang Area in November, 1957, there were no adult schools in N.E.F.A. There was no school or centre for adults in A. & N. Islands.

Enrolment

The total number of adults on rolls increased by only 1,645 to 12,06,630 (10,58,912 men and 1,47,718 women). The enrolment in rural areas alone was 9,77,863 (8,93,831 men and 84,032 women) and constituted 81·0 per cent of the total number of adults on rolls in such schools/centres/classes as against 81·7 per cent during the previous year.

Columns (5) to (11) of Table. CIV give enrolment statistics. Increase in the number of adults on rolls was reported by all the States except Andhra Pradesh, Assam, Kerala, Madhya Pradesh, Orissa, Punjab, West Bengal, Manipur and N.E.F.A. Madhya Pradesh reported the same number of adults on rolls. Numerically, so far as increase in the number on rolls is concerned, Mysore topped the list by registering an increase of 27,417. The other States in descending order were Bombay (16,444) and Bihar (13,330). The rest of the States enrolled less than 6,000 additional adults.

Expenditure

The total expenditure on Social education rose during the year 1957-58 from Rs. 85,44,572 to Rs. 90,51,535 at the rate of 5·5 per cent. and formed 0·4 per cent of the total expenditure on Education. Of the total expenditure, 90·6 per cent. was met from government funds, 3·7 per cent from local board funds and 5·7 per cent from other sources.

Columns (16) to (19) of Table show the expenditure on Social education in various States during 1956-57 and 1957-58. Except in Andhra Pradesh, Bombay, Kerala, Himachal Pradesh, L.M. & A. Islands and Manipur, the increase is shared by all the States. The decrease in most of these States was

due to the closure of the social education centres. Numerically, Punjab recorded the highest increase of Rs. 3,02,211, followed by West Bengal (Rs. 88,377) and Pondicherry the lowest (2,167) with the exception of Assam where the increase was insignificant. On percentage basis, the highest position was again occupied by Punjab (106·2), while the lowest position, with the exception of Assam, was occupied by Bihar and Delhi (2·2). Column (20) of table CIV shows the proportion of total expenditure devoted to Social education in various States.

The percentages of expenditure met from different sources of income are given in columns (21) to (24) of table CIV. The government continued to meet entire expenditure in Assam, Mysore, Rajasthan, Himachal Pradesh, Manipur and Pondicherry and nearly so in Andhra Pradesh, Bihar, Kerala, Madhya Pradesh, Madras, Uttar Pradesh and Tripura. Excepting Delhi, the contribution from government funds was above 75 per cent in all the States. Compared with 1956-57 figures, the proportion of government expenditure increased in all States except Bihar, Bombay, Orissa and Tripura. The share of local boards was insignificant in Andhra Pradesh, Madhya Pradesh and West Bengal, while it ranged between 1·5 per cent in Uttar Pradesh to 50·5 per cent in Delhi. The contribution from other sources was highest in Bombay (18·2 per cent), followed by Orissa (11·7 per cent), West Bengal (8·7 per cent) and less than 5 per cent in the rest of the States.

Number of Adults made literate

Of the total number of adults on rolls (10,58,912 men and 1,47,718 women) 4,64,031 men and 55,187 women were made literate during the year as against 4,91,234 men and 53,987 women made literate during the previous year. The largest number of adults who were awarded literacy certificates was in Bihar followed by Bombay, West Bengal, Orissa, Madhya Pradesh, Andhra Pradesh, Rajasthan and Assam. The least number was in L.M. & A. Islands. Columns (12) to (14) of Table CIV give statistics of the number of adults made literate.

Teachers

The total number of teachers, honorary as well as regular, in the social education schools, classes and centres increased from 44,159 to 44,542 during the year. Of the total, 9,327 were specially trained and constituted 20·9 per cent of the total number of teachers. Statistics relating to teachers are given in column (15) of table C-IV.

Table CIV—Statistics of Social Education

State	Number of Schools, Classes, Centres			Number of Adults on Rolls						
	1956-57		1957-58	Men		Women		All Persons		Increase (+) or Decrease (—)
				1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	
	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	2,676	1,898	—778	78,366	52,362	4,197	3,730	82,563	56,092	—26,471
Assam	694	722	+28	25,529	24,939	2,585	2,587	28,114	27,526	—588
Bihar	5,767	6,302	+535	2,12,360	2,20,655	22,195	27,230	2,34,555	2,47,885	+13,330
Bombay	16,873	18,548	+1,675	2,76,363	2,93,380	55,460	54,887	3,31,823	3,48,267	+16,444
Kerala	315	573	+258	7,992	8,170	814	499	8,806	8,669	—137
Madhya Pradesh	3,065	3,046	—19	54,894	53,796	4,331	5,429	59,225	59,225	..
Madras	1,550	1,529	—21	37,899	37,860	5,346	5,672	43,245	43,532	+287
Mysore	3,993	5,280	+1,267	65,521	92,085	5,837	6,690	71,356	98,775	+27,417
Orissa	2,297	1,777	—520	65,769	55,329	4,793	2,722	70,562	58,051	—12,511
Punjab	351	281	—70	10,354	8,122	3,624	4,171	18,978	12,293	—1,685
Rajasthan	1,340	1,340	..	20,944	23,016	4,477	4,936	25,421	27,952	+2,531
Uttar Pradesh	529	575	+46	9,955	11,776	3,285	3,145	13,240	14,921	+1,681

West Bengal	.	.	.	3,738	3,254	—	484	1,72,032	1,49,943	21,490	18,162	1,93,522	1,68,105	— 25,417
Delhi	.	.	.	205	194	—	11	3,272	4,816	3,582	3,946	6,854	8,762	+ 1,908
Himachal Pradesh	.	.	.	180	177	—	3	3,052	4,088	541	59	3,593	4,127	+ 534
L. M. & A. Islands	.	.	.	9	5	—	4	130	132	..	..	130	132	+ 2
Manipur	.	.	.	110	57	—	53	1,960	1,302	669	244	2,629	1,546	— 1,083
Tripura	.	.	.	313	381	+	68	12,061	16,361	1,889	3,469	13,950	19,830	+ 5,880
N.E.F.A.	.	.	.	15	..	—	15	555	..	..	..	555	..	— 555
Pondicherry	.	.	.	38	42	+	4	784	800	78	140	862	940	+ 78
India	.	.	.	44,058	45,961	+	1,903	10,59,792	10,58,912	1,45,193	1,47,718	12,04,885	12,06,630	+ 1,645

Table CIV—Statistics of Social Education—contd.

State	Number of Adults made Literate			Number of Teachers	Total Expenditure on Social Education					Percentage of Expenditure on Social Education to Expenditure on Education	Percentage of Expenditure met from			
	Men	Women	All Persons		1956-57	1957-58	Increase (+) or Decrease (—)		Gov. ment Funds		Dis- trict Board Funds	Mu- nicipal Board Funds	Other Sour- ces	
							Amount	Percent- age						
														12	13	14	15	16	17	18	19	20	21	22	23	24
Andhra Pradesh	21,375	2,176	23,551	2,121	5,02,463	3,98,734	—1,03,684	—	20.6	0.2	99.9	..	..	0.1
Assam	16,977	1,520	18,497	722	1,50,009	1,50,011	+	2	0.0	0.2	100.0	..	..	..
Bihar	1,56,827	15,679	1,72,506	6,340	11,56,056	11,81,497	+	25,441	2.2	0.8	96.5	..	..	3.5
Bombay	68,598	12,774	81,372	14,522	10,60,976	10,21,028	—	31,948	3.8	0.2	75.3	1.5	5.0	18.2
Kerala	8,170	499	8,669	574	66,137	32,063	—	34,094	51.5	0.0	99.8	..	..	0.2
Madhya Pradesh	28,814	2,157	30,971	2,961	6,27,515	6,62,137	+	34,622	5.5	0.5	99.1	..	..	0.9
Madras	*	*	*	1,936	3,80,611	4,16,060	+	35,449	9.3	0.2	97.0	..	..	3.0
Mysore	24,365	2,076	26,441	6,063	1,67,005	1,29,356	+	22,351	20.9	0.1	100.0	..	..	..
Orissa	39,956	1,909	41,865	1,816	3,38,000	3,59,743	+	21,743	6.4	0.7	88.3	..	..	11.7
Punjab	4,699	1,404	6,103	345	2,84,548	5,86,759	+	3,02,211	106.2	0.5	93.3	..	5.5	1.2
Rajasthan	18,032	3,420	21,452	1,340	3,92,264	4,49,574	+	57,310	14.6	0.6	100.0	..	..	..

Uttar Pradesh	6,185	956	7,441	609	89,028	95,744	+	6,716	+	7.5	0.0	96.5	0.4	1.1	2.0
West Bengal	47,662	6,178	53,840	4,151	22,57,544	23,45,921	+	88,377	+	3.9	0.8	91.0	..	0.3	8.7
Delhi	3,460	2,004	5,464	230	4,35,000	4,43,800	+	8,800	+	2.0	0.6	49.5	..	50.5	..
Himachal Pradesh	4,669	59	4,128	128	36,799	4,421	—	32,378	—	88.0	0.7	100.0	..	..	..
L.M. & A. Islands	72	..	72	5	900	..	—	900	—	100.0	..	..	..	..	..
Manipur	1,051	244	1,298	57	30,058	6,850	—	23,208	—	77.2	0.2	100.0	..	..	..
Tripura	12,636	2,002	14,638	639	5,85,829	7,56,369	+	1,70,531	+	29.1	6.6	97.8	..	..	2.2
N.E.F.A.	..	..	..	..	34,545	..	—	34,545	—	100.0	..	..	..	..	..
Pondicherry	789	130	910	43	9,260	11,427	+	2,167	+	23.4	0.3	100.0	..	..	..
India	4,64,031	55,187	5,19,218	44,542	85,44,572	90,51,535	+	5,06,963	+	5.9	0.4	90.6	0.2	3.5	5.7

* No examination was conducted during the year.

CHAPTER X

MISCELLANEOUS

1. Pre-Primary Education

The importance of Pre-Primary education is receiving increasing recognition. Montessori, Kindergarten, pre-Basic and other types of nursery schools or balwadis lead the child imperceptibly from the home environment to the school atmosphere and lay the foundation for the next and more formal stage of education.

During the year under report, the total number of recognised pre-primary and pre-basic schools in the country increased from 769 to 928. Of these 6.1 per cent were managed by Government and 9.4 per cent by local boards, while the remaining 84.5 per cent (58.2 per cent aided and 26.3 per cent un-aided) were under private control.

The total enrolment in these schools as well as pre-primary classes attached to primary and secondary schools increased from 99,313 (57,772 boys and 41,541 girls) to 1,11,391 (61,898 boys and 49,493 girls). As against an expenditure of Rs. 28,86,710 in 1956-57, the total expenditure on pre-primary schools amounted to Rs. 32,99,544 during the year under review. The share of the Government and local boards was 26.7 and 9.0 per cent respectively, while the contribution from fees and other sources worked out to 36.7 and 27.6 per cent respectively. Of the total number of 2,512 teachers employed in these schools, 1,628 (64.8 per cent) were trained as against 1,259 (59.1 per cent) during the previous year. The proportion of women teachers constituted 82.7 per cent of the total number of teachers during the year under review. Detailed statistics of pre-primary schools are given in table CV.

During 1957-58, the following States reported training institutions for pre-primary school teachers:—

Andhra Pradesh

Pre-Primary Teachers' Training School, Pentapadu (West Godavari).

Bombay

1. Bal Adhyapan Mandir, Dadar, Bombay.
2. Bal Adhyapan Mandir, Ville Park, Bombay.
3. Bal Adhyapan Mandir, Poona.
4. Gram Bal Adhyapan Mandir, Bordi.
5. M.B.H. Kindergarten Training Institute, Sholapur.
6. Balkanji Bari Pre-Primary Training College, Bombay.
7. Pre-Primary Training College, Vinctia Blocks, Ahmedabad.
8. Government Pre-Primary Montessori Training Institute for Women, Nagpur.
9. Bal Adhyapan Mandir, Montessori Training Institute for Women, Yeotmal.

10. Seva Sadan Pre-Primary Training Institute, Nagpur.
11. Bhagini Mandal Pre-Primary Training Institute, Nagpur.
12. Ghorshale Bal Adhyapan Mandir, Bhavnagar, and
13. Daxinamurti Bal Adhyapan Mandir, Bhavnagar.

Kerala

1. Nursery Training School, Trivandrum, and
2. Nursery Training School, Alleppey.

Madhya Pradesh

1. Pre-primary Training Institute, Jabalpur, and
2. Montessori Training Institute, Indore.

Madras

1. Nursery Training School, Vepery, Madras.
2. Arundale Montessori Training School, Adyar.
3. Brindavan Kindergarten Training School, Mylapore, and
4. Pre-basic Training School, Kasturbagram.

Uttar Pradesh

Nursery Training College for Women, Allahabad.

Delhi

Happy Teachers' Training School, Delhi.

2. Aesthetic Education

The Central and the State governments continued their activities in their respective spheres to encourage the development of Aesthetic education. In most of the institutions, drawing was a compulsory subject at the primary and middle stages of education and an elective one at the high/higher secondary stage. Music and dancing were taught in most of the girls' schools. Schools with diversified courses provided greater facilities for this type of education.

Important activities of the Central Government in the field of Aesthetic education are summarised below—

The second annual meeting of the Central Advisory Board of Museums was held on 24th December, 1957 at New Delhi, preceded by the third meeting of the Standing Committee of the Board on 23rd December 1957. The Board made a number of recommendations emphasising the urgent need for increasing the tempo of museum development, setting up popular science museums, improving standards of museum personnel by instituting academic courses and in-service training projects, organising seminars on museum-techniques and annual exhibitions of the best acquisitions of art objects, and exploring all possibilities of getting technical assistance and equipment from UNESCO and other foreign sources. It was proposed to establish a children's Museum at Delhi. Rs. 20 lakhs were provided for the re-organisation and development of museums.

Table CV—Statistics of Pre-Primary Schools

State	Number of Schools		Number of Pupils*						Expenditure	
			Boys		Girls		Total			
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	17	32	1,105	2,013	705	1,426	1,810	3,439	Rs. 76,132	Rs. 72,425
Assam	23	24	601	600	560	670	1,161	1,270	41,028	40,657
Bihar	7	9	434	389	266	240	700	620	34,549	61,565
Bombay	427	482	27,840	29,296	19,600	19,720	47,440	49,016	14,75,408	15,44,931
Jammu & Kashmir	..	..	3,360	2,949	2,033	7,245	5,393	10,194	..	..
Kerala	6	13	181	543	171	577	352	1,120	14,708	29,447
Madhya Pradesh	70	111	2,976	3,960	2,487	3,349	5,463	7,309	3,21,523	4,43,643
Madras	33	30	1,311	1,400	1,212	1,319	2,523	2,719	1,51,997	1,60,368
Mysore	100	119	3,122	3,830	2,771	3,499	5,893	7,329	1,52,543	2,04,494
Orissa	..	..	5,798	5,743	2,906	2,560	8,704	8,503	..	..

Punjab	.	.	.	.	2	2	1,077	338	909	288	2,036	626	14,129	12,824
Rajasthan	.	.	.	.	1	7	861	1,082	749	892	1,610	1,974	953	46,574
Uttar Pradesh	.	.	.	.	37	43	2,695	3,224	2,074	2,236	4,769	5,460	2,96,045	3,37,936
West Bengal	.	.	.	.	31	36	2,955	3,215	2,532	2,992	5,487	6,207	2,43,052	2,78,448
A. & N. Islands	.	.	.	.	..	..	467	477	346	312	813	789	..	..
Delhi	.	.	.	.	5	5	2,919	2,115	1,298	1,436	3,317	3,551	30,883	20,146
Himachal Pradesh	.	.	.	.	2	2	28	31	19	23	47	54	7,641	4,697
Manipur	.	.	.	.	..	1	..	12	..	8	..	20	..	3,770
Tripura	.	.	.	.	1	1	18	22	18	22	36	44	25,513	22,819
Pondicherry	.	.	.	.	7	11	924	668	835	479	1,759	1,147	†	5,800
India	.	.	.	.	769	928	57,772	61,898	41,541	49,493	99,313	1,11,391	28,86,710	32,96,544

* Includes enrolment in classes attached to primary and secondary schools.

† Not available.

The Government of India spent nearly Rs. 2,66,000 for the maintenance and further development of the National Museum, New Delhi, for 1957-58. During the past eight years of its existence the Museum had acquired a collection of about 40,000 objects worth over 50 lakhs of rupees. Of these about 5,000 are paintings representing Mughal, Rajasthani and Pahari Schools, some of them rare, e.g. miniatures from the Tuzuke-Jahangiri, Bhagvata paintings, Kishangarh paintings etc. There are about 300 stone sculptures including great masterpieces like the Mathura Vishnu, the Flying Celestials from Aihole, etc. Among its 600 Bronzes the Museum is fortunate in possessing the *Dancing Girl* from Mohenjodaro, the Natesa in Chaura pose from Tiruvarangulam and about half a dozen exquisite early Chola pieces. In the manuscripts collection there are some rare manuscripts like the Tuzuk-e-Jahangiri, Babar-nama etc. The Museum possesses some of the finest coins, notably the Rayana gold coins of the Guptas and a number of inscribed swords and other weapons of muslim rulers like Jahangir, Aurangzeb, Nadir Shah, etc. Besides objects acquired for the museum through the agency of the Art Purchase Committee of the Government of India, a large number of gifts and presents were received from the President, the Vice-President and the Prime Minister, offered to them by visiting dignitaries and by Governments of the countries they visited.

To commemorate the centenary of the struggle of 1857 an Exhibition of relics pertaining to the period was organised in the National Museum at Rashtrapati Bhavan from 22nd August to 8th September 1957. Some of the outstanding pieces on show were the personal costumes, weapons, ornaments, china-ware, etc. of the last mughal Emperor, Bahadur Shah Zafar and his Queen, Zinat Mahal. Original and rare proclamations and other documents relating to the struggle, paintings, sketches showing battle-scenes, albums etc. were also exhibited and the exhibition drew large crowds. Also on show were relics of Tipu Sultan, sketches of his sons and relations and miniature portrait of the Sultan himself, received in India, from the Duke of Wellington.

The Keeper of the museum presided over the Ancient Indian History Session of the Indian History Congress held at Anand in December, 1957.

A long felt need of the museum was met during the year with the setting up of the chemical laboratory. The museum collections of paintings and textiles were for the first time examined and preservative treatment was begun.

Some select copper-plate grants and manuscripts were put on show in special bays. The work of preparing illuminated charts showing the story of coins, scripts and iconography was continued. To show the story of the evolution of indian paintings, a few copies of ellora and ajanta frescoes were prepared and put on view. Plaster of Paris replicas and casts of select museum pieces of sculptures and bronzes were put on sale to the public.

Since the 15th August 1949, the National Museum is located in the Durbar Hall and adjoining corridors and rooms in the Rashtrapati Bhavan, New Delhi. However, the first phase of the museum building, now under construction at Janpath, is shortly going to be completed and the museum is expected to be shifted there next year.

A sum of Rs. 1.39 lakhs was provided for the maintenance of the Indian Museum, Calcutta. A fire proof building was proposed to be constructed at an estimated cost of Rs. 27,88,000 in the premises of the Indian Museum to house the zoological and other specimens which were preserved in highly inflammable spirits and were exposed to constant risk of fire and necessary action was taken to finalise the preliminaries to the implementation of the project.

A sum of Rs. 1.75 lakhs was provided for the development of the National Gallery of Modern Art. New objects of paintings and sculptures were added during the year. One more room with Rajput painting, etchings and drawings was connected to the display section of the gallery. The entire exhibition of the Gallery was re-arranged artist-wise as far as it was practicable. Descriptive labels for all the exhibits were provided for the convenience of the visitors.

Sahitya Akademi, Sangeet Natak Akademi and Lalit Kala Akademi continued their activities for the promotion of Aesthetic education in the country. The three Akademies received grants of Rs. 14,72,000 during the year under review.

Under the scheme of financial assistance to the persons distinguished in letters, in arts and such other walks of life, who might be in indigent circumstances, the Government of India provided a sum of Rs. 2 lakhs during the year. Under this scheme 165 persons were benefited.

The activities of the State governments in the field of Aesthetic education are summarised below : (The statistics given relate to recognised institutions only)

Andhra Pradesh

During the year under review, there were no colleges for music and dancing. However, there were 1 college and 1 school for other fine arts and 6 schools for music to cater to the needs of students having taste in art and music. Besides, secondary schools with diversified courses provided facilities for learning music. The number of students on the rolls of the college and the school for other fine arts was 172 and 23 respectively. The enrolment in music schools was 762, including 542 girls.

Assam

The art school at Gauhati, which had provision for courses in fine arts, commercial art, indian art, drawing teachership, architectural art and sculptural art, had on its rolls 33 boys and 4 girls. 13 music schools imparted instruction to 772 students of whom 457 were girls. Vocal and instrumental music, both classical and modern, were taught in all the music schools. Besides folk dances were in practice in certain schools.

Bihar

The State government sanctioned a grant of Rs. 2,000 to music training centre attached to Government Girls High School, Bhagalpur for the purchase of music instruments. The Government School of Arts had 72 students on its rolls during the year.

Bombay

Sir J.J. School of Art, Bombay with six departments continued to impart instruction in fine arts not only to students from the State but also from outside. It had on its rolls 1,385 students (1,109 boys and 276 girls). In addition, the Faculty of Fine Arts, M.S. University of Baroda had an enrolment of 99 students (87 boys and 12 girls). Of them, 57 students were in degree classes, 35 in diploma/certificate classes and 7 in the post-graduate diploma classes in Museology. The number of schools for fine arts was 21 during the year, which reported an enrolment of 1,274 students, including 179 girls.

The College of Indian Music, Dance and Dramatics of the M.S. University of Baroda had on its rolls 36 students (20 boys and 16 girls) in its degree classes. During the year under report, there were 51 music and 5 dancing schools. These had on their rolls 2,799 (1,183 boys and 1,616 girls) and 94 (2 boys and 92 girls) students respectively.

The Third Bombay State Art Exhibition was held from 22nd February, 1958 to 7th March, 1958 in J.J. School of Art. Individual artists, students of arts institutes as also pupils from pre-primary, primary and secondary schools participated in the exhibition. The Exhibition covered a full gamut of art expression from the child art stage to the adult art stage. Stress was laid on the indian outlook. A sum of Rs. 43,500 was sanctioned by the Government for the award of prizes for the best exhibits. Rs. 1,100 were earmarked for the award of prizes to the best work from secondary schools and Rs. 1,200 for the best child art exhibit from primary and pre-primary schools.

The Government decided to utilise the proceeds of the entertainment tax to encourage dramatic art and a part of the comprehensive programme drawn up for the purpose was to be executed by the Education Department. Out of 28 dramas in Marathi and 12 in Gujarati, written and published in 1956-57 and received for competition, 8 dramas in Marathi and 7 in Gujarati were selected for prizes. The total expenditure incurred on this account was Rs. 11,250. An amount of Rs. 32,520 was also spent during 1957-58 in giving financial assistance to well-known actors, writers and dramatists.

Kerala

There were 3 schools for music, 2 for dancing and 4 for other fine arts. These reported an enrolment of 29,482 and 204 respectively. The formation of arts clubs, dramatic clubs, music clubs etc., the installation of radio sets in schools and the screening of documentary and other films helped to develop this aspect of education.

Madhya Pradesh

The State had, during the year, 3 music colleges, 16 music schools and 1 school for dancing to cater to the needs of Aesthetic education. The music colleges had on rolls 671 students, and the music schools 1,112 students. The school for dancing enrolled 27 girls.

Mahila Vidyalaya, Sagar started a sangit niketan where vocational training in dancing, music, needle work and embroidery was given.

Madras

There were 2 music colleges, besides the faculties of music in the universities, with a total enrolment of 124 students including 105 girls. Music was compulsory in all girls' secondary schools. The number of schools for fine arts was 3 during the year with an enrolment of 464 students.

Mysore

Two schools for dancing, 11 for music and 4 for other fine arts catered to the needs of Aesthetic education in the State. These had on their rolls 161, 787 and 380 students respectively.

Orissa

One art and craft school was newly started by the State government at Khallikote to teach drawing, modelling and painting. The Utkal School of Music and Dance, Cuttack was raised to the status of a college during the year under review.

Besides, there were one college of music with 123 students, 3 schools for dancing, 16 for music and 2 for other fine arts having an enrolment of 135, 592 and 11 students respectively.

Punjab

The Government School of Fine Arts, Simla continued to prepare students for arts and crafts during the year. The new scheme of studies for classes I to VIII, which incorporated activities like music, dancing, drama, folk-songs, free hand drawing etc. worked well during the year.

Rajasthan

There were 1 music college and 4 music schools in the State. These had on their rolls 14 students receiving education in music of a higher standard and 369 students of the school standard.

Uttar Pradesh

There were in the State 6 music colleges and 8 music schools with an enrolment of 983 and 443 students respectively. Besides, the Allahabad University continued to provide facilities for diploma courses in painting and music and Banaras Hindu University for painting and sculpture for similar courses. Teaching of arts and crafts was compulsory upto classes VIII.

West Bengal

During the year under report, two institutions for the training of women music teachers for secondary schools were established with Government grant.

In all, there were 8 colleges for music and 1 college for fine arts, which provided instruction in music and art to 2,067 and 309 students respectively. The number of schools for dancing, for music and for fine arts was 2; 25 and 1 respectively. These reported an enrolment of 202; 2,137 and 415 students respectively.

Delhi

There was one recognised school each for music and fine arts. The number of pupils receiving instruction in music was 337 and that in art was 20.

Manipur

Aesthetic education was imparted by the Manipur Dancing College, Imphal and the Imphal Art School, Imphal. The enrolment reported was 129 and 40 respectively.

Tripura

One music college and 3 music schools catered to the aesthetic tastes of the people of the Territory. These reported an enrolment of 120 and 176 respectively.

N.E.F.A.

Tribal dances, games, music etc. were regularly practised in all the schools.

3. Education of the Handicapped

Education of the handicapped is provided through two types of institutions, viz., (i) institutions for the mentally handicapped and (ii) institutions for the physically handicapped.

Institutions for the Mentally Handicapped

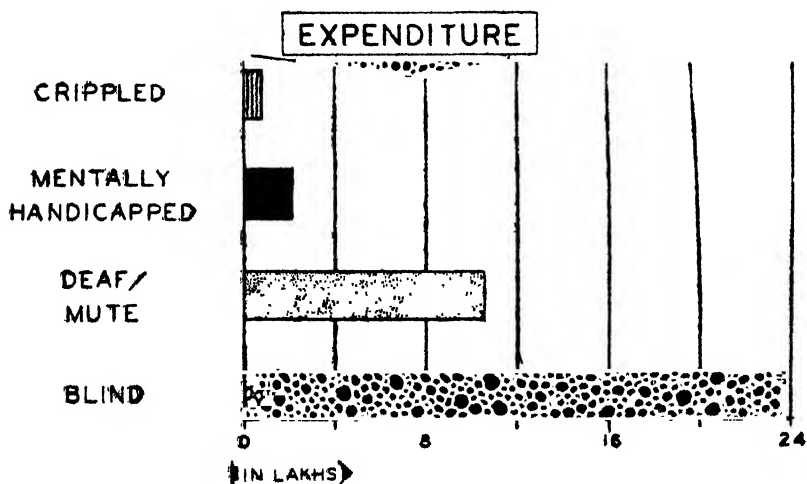
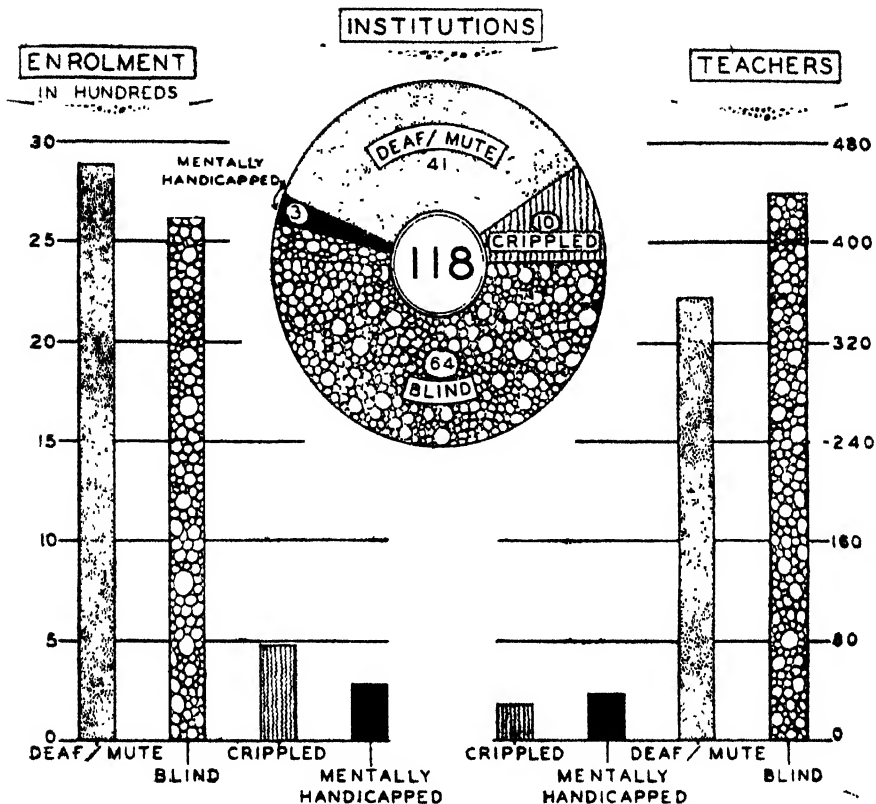
As in the previous year only three schools—two in Bombay and one in West Bengal—catered to the needs of mentally retarded children. These schools reported an enrolment of 278 pupils (191 boys and 87 girls) as compared to 253 (180 boys and 73 girls) in the previous year. The total expenditure incurred on these institutions was Rs. 2,13,665, as against Rs. 1,87,932 during 1956-57. The number of teachers rose from 35 to 38. The Government shared nearly 57 per cent of the total expenditure during this year as against nearly 85 per cent during the previous year. In addition to these schools, a separate section in the School for Deaf, Lucknow provided education to the mentally deficient children. Special psychological and psycho-analytical treatment was provided for these unhappy children with a view to rehabilitate and readjust them in the society.

Institutions for the Physically Handicapped

The number of institutions imparting instruction to the physically handicapped children rose from 95 to 115 during the year. The government managed 27·8 per cent of these institutions, local boards 1·7 per cent and private bodies 70·5 per cent. Of the total, 64 institutions were for the blind, 41 for the deaf-mute and 10 for the crippled—the corresponding figures for the previous year being 53, 34 and 8 respectively.

The schools for the physically handicapped enrolled 6,029 students (4,534 boys and 1,495 girls) as against 5,350 students (4,028 boys and 1,322 girls) during 1956-57. The break-up of the enrolment according to different types of schools was : for the blind 2,942 students, for the deaf-mute 2,610 students and for the crippled 477 students, showing an increase of 364 and 374 in case of blind and deaf-mute and a decrease of 59 in case of crippled over the previous year's figures.

EDUCATION OF THE HANDICAPPED 1957-58



The total expenditure on schools for the physically handicapped amounted to Rs. 32.73 lakhs, showing an increase of 18.9 per cent over the previous year's figure. Of the total expenditure during 1957-58, 64.9 per cent was met from the Government funds and 2.1 per cent from local boards funds, while fees and other sources contributed to the extent of 2.0 and 31.0 per cent respectively. Of 829 teachers working in these schools, 443 were employed in schools for the blind, 356 in schools for the deaf-mute and 30 in schools for the crippled. The training facilities for the teachers for the deaf continued to be provided by the training sections of the deaf and dumb schools at Lucknow and Calcutta. Detailed statistics are given in table CVI.

The schools for the blind provided instruction by means of braille code adapted to regional languages. In addition to elementary general education, training was imparted in small trades like spinning, weaving, caning, basket-making, knitting etc. Provision for the teaching of music both vocal and instrumental also existed in these institutions. The curriculum in these schools included teaching of the three R's and training in tailoring, carpentry and certain other useful crafts.

The Training Centre for the Adult Blind, Dehra Dun continued to impart training in handicrafts to 150 inmates. Against an expenditure of Rs. 2,61,722 during 1956-57, Rs. 2,93,000 were provided during 1957-58 for the maintenance of the centre. The outstanding feature of the year was the establishment of a separate women's section in the centre for imparting training and education to blind women to enable them to lead happier and useful lives and to make them suitable for remunerative employment in the open market. Sixty-two trainees passed out from the men's section on completion of their training.

The small sheltered workshop attached to the training centre for the adult blind continued to function successfully and produced woollen goods like blankets, shawls, dress material and scarfs worth Rs. 23,355 and undertook repairing work for Rs. 5,315. The employment office at the training centre for adult blind at Madras secured employment for 29 persons including one deaf, bringing the total to 82 on 31st March, 1958.

During 1957-58, the Central Braille Press produced 8 new titles and 3 reprints bringing the total volumes of braille literature in regional languages to nearly 2,675 volumes. The workshop attached to the press manufactured such types of appliances as braille writing frame (large) -241, braille writing frame (small)- 162, spare style -610, and pocket frame-183. The recreational articles such as chess boards and draughts boards were also produced.

A sum of Rs. 1,500 was provided for giving grants-in-aid to the convention of the teachers of the deaf in India towards the cost of publication of the quarterly "The Deaf in India".

Under the scheme for carrying out a random sample survey to determine the incidence of and to assess the socio-economic and educational needs of the various groups of the handicapped persons, the first stage of the survey in Delhi was completed and the second stage was in progress. Upto the end of February, 1958, Rs. 24,050, were sanctioned on this account.

Table CVI—Statistics of Schools for the Handicapped

State	Number of Schools						Number of Pupils						Total Expenditure	No. of Teachers
	For the Physically Handicapped			Total	For the Mentally Handicapped	For the Physically Handicapped			Total	For the Mentally Handicapped				
	Blind	Deaf-Mute	Crippled			Blind	Deaf-Mute	Crippled						
J	2	3	4	6	3	7	8	9	11	10	12	13		
Andhra Pradesh	4	1	3	8	..	210	49	106	365	..	Rs. 1,11,809	40		
Assam	..	1	..	1	..	..	48	..	48	..	13,170	10
Bihar	4	2	..	6	..	143	76	..	219	..	1,10,055	31		
Bombay	17	14	2	33	2	725	616	68	1,627	218	9,08,258	236		
Jammu & Kashmir	1	..	..	1	..	23	..	..	23	..	5,600	3
Kerala	4	3	..	7	..	87	188	..	275	..	1,12,203	46		
Madhya Pradesh	4	..	..	4	..	143	..	..	143	..	50,161	22

Madras	3	5	4	..	12	345	739	209	..	1,353	3,90,139	144
Mysore	2	..	..	..	2	131	..	..	..	131	76,815	27
Orissa	..	1	..	..	1	..	11	..	..	11	8,797	3
Punjab	4	1	1	..	6	157	14	34	..	205	1,00,902	33
Rajasthan	2	..	..	..	2	82	..	..	..	82	71,104	13
Uttar Pradesh	12	7	..	..	19	433	209	..	..	732	6,78,526	96
West Bengal	3	5	..	1	9	207	333	..	60	620	5,05,182	111
Delhi	3	1	..	..	4	241	217	..	..	458	3,42,247	51
Pondicherry	1	..	..	..	1	15	..	..	..	15	1,340	1
India	64	41	10	3	118	2,942	2,610	477	278	6,307	34,86,308	887

During the year under review Rs. 1,40,625 were given to 17 institutions under the Government of India's scheme of financial assistance to voluntary organisations for the handicapped to develop and maintain their existing services and to initiate new services.

Under the schemes of scholarships for the handicapped, 44 new scholarships were awarded to the blind, besides renewing the existing 62. The corresponding number for the deaf was 78 and 33 respectively. The number of fresh scholarships for orthopaedically handicapped was 72 during the year, besides the continuation of 34 existing scholarships.

4. Education of Scheduled Castes, Scheduled Tribes and Other Backward Classes :

Their education continued to receive special consideration from the Central and State governments. The Government of India's scheme of post-matriculation scholarships for these classes was continued in a greater measure during this year. The number of scholarships awarded under this scheme was 44,415 as against 39,485 during 1956-57. Their comparative distribution among students belonging to scheduled castes, scheduled tribes and other backward classes is given below:—

Community	Number of Scholarships Awarded	
	1956-57	1957-58
Scheduled Castes	21,744	26,447
Scheduled Tribes	3,482	4,200
Other Backward Classes	14,259	13,668
Total	39,485	44,415

These scholarships covered, as usual, tuition and other major fees actually payable, grants for books and stationery and maintenance. The total expenditure incurred on this scheme during 1957-58 amounted to Rs. 201.54 lakhs as compared to 187.30 lakhs during 1956-57.

Besides these inland scholarships, 12 students (4 belonging to scheduled castes, 3 to scheduled tribes and 5 to other backward classes) were awarded overseas scholarships for advanced studies abroad during 1957-58 on the recommendations of the Union Public Service Commission. The scholarship of one candidate was cancelled as he declined the offer. The Government of India also gave sea-passage grants to 4 students belonging to other backward classes.

who had obtained scholarships from foreign governments. 7 scholars, who went abroad under this scheme in the previous year, returned to India during the year under report.

The State governments had their own schemes of promoting education among these classes. Some of the common features of these schemes were the maintenance of institutions exclusively meant for them, preservation of seats in other schools, colleges and hostels, grant of scholarships, stipends and other financial concessions, exemption from fees and provision of mid-day meals. Some States had separate departments for the welfare of these communities, while in other States special officers were appointed for this purpose.

During 1957-58, there were 15,369 educational institutions meant for scheduled castes, scheduled tribes and other backward classes as against 16,567 during the previous year. The total expenditure incurred on them amounted to Rs. 2.80 crores, as against Rs. 2.77 crores during the previous year. The total number of pupils belonging to these groups who were studying in special as well as other institutions increased from 1,06,05,159 (82,77,643 boys and 23,27,516 girls) to 1,16,48,883 (89,51,865 boys and 26,97,018 girls) during the year. Of the total number of students belonging to these classes, 13,35,411 received scholarships and stipends which involved an expenditure of Rs. 4,91,83,455. The corresponding figures for the previous year were 10,87,718 and Rs. 1,26,06,930 respectively.

5. Education of Girls

The total number of girls under instruction in girls' as well as in boys schools increased during the year from 99.97 lakhs to 106.75 lakhs or at the rate of 6.8 per cent. Comparatively the enrolment of boys increased from 260.08 lakhs to 273.27 lakhs or at the rate of 5.1 per cent. The proportion of girls' enrolment to the total enrolment was 28.1 per cent as compared to 27.8 per cent in the previous year. Nearly two-thirds of the girls were studying in institutions meant for boys. The detailed break-up of the total enrolment, according to stages and types of education is given in table CVIII.

During 1957-58, there were 27,666 recognised institutions for girls as compared to 26,425 in the previous year. Their distribution* among different types of institutions was University 1(1), Research Institutions 1 (1), arts and science colleges 122 (113), professional colleges 64 (34), special education colleges 17 (16), high & higher secondary schools 1,889 (1,758), middle schools 2,874 (2,615), primary schools 16,433 (16,065), pre-primary schools 299 (245), vocational and technical schools 720 (710), adult education centres 5,083 (4,716), and special education schools 163 (151). The total expenditure on these schools amounted to Rs. 23,85,56,375 (20,75,19,115), which is 15.0 per cent more than that of the previous year.

During the year under report, 91,166 girls passed the matriculation and equivalent examinations, making an increase of 9.8 per cent over the previous.

*Figures given in parentheses relate to 1956-57.

Table CVII—Statistics of Education of Scheduled Castes, Scheduled Tribes and Other Backward Communities

State	No. of Institutions Specially Meant for Scheduled Castes etc.	Total Number of Pupils			Number of Pupils getting Scholarships and Stipends			Total Expenditure on Scholarships, Stipends and Other Financial Concessions	Total Expenditure on Institutions Specially Meant for Pupils Belonging to Scheduled Castes
		Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10
Andhra Pradesh	2,389	10,85,847	5,16,419	16,02,266	54,924	12,953	67,877	Rs. 47,12,172	Rs. 37,28,788
Assam	2	4,46,810	2,02,089	6,48,899	27,274	6,480	33,754	18,46,750	20,075
Bihar	1,842	14,52,092	2,04,966	16,57,058	46,527	4,179	50,706	58,50,156	14,12,436
Bombay	..	10,65,987	3,66,078	14,32,065	2,90,050	88,284	3,78,284	91,53,421	..
Jammu & Kashmir	..	53,882	4,612	58,494	4,047	237	4,284	1,19,662	..
Kerala	102	3,77,076	2,67,857	6,44,933	1,00,319	70,291	1,70,610	26,03,065	4,51,812
Madhya Pradesh	1,266	3,62,590	43,364	4,05,954	1,04,564	6,808	1,11,372	24,56,202	35,29,049
Madras	1,946	13,82,582	6,34,548	20,17,130	44,416	13,029	58,345	61,54,225	52,13,150
Mysore	513	1,15,652	45,839	1,61,491	9,929	1,358	11,287	8,11,731	6,93,759

Orissa	5,761	3,28,093	76,422	4,04,515	1,90,190	54,994	2,54,184	22,75,585	97,82,202
Punjab	..	2,04,543	28,304	2,32,847	31,587	742	32,329	15,52,513	..
Rajasthan	..	1,32,363	8,200	1,40,563	12,300	656	12,956	5,82,975	..
Uttar Pradesh	655	12,00,945	1,01,670	13,11,615	91,350	4,516	93,866	58,25,347	9,16,892
West Bengal	..	6,10,182	1,68,158	7,78,340	25,461	3,801	29,062	39,47,164	..
A. & N. Islands	47	2,273	1,243	3,516	..	..	..	..	3,64,228
Delhi	..	39,281	8,400	47,681	17,314	2,278	19,592	9,43,965	..
Himachal Pradesh	..	9,013	1,163	10,176	1,551	232	1,783	44,477	..
L.M. & A. Islands	15	1,835	621	2,456	..	..	..	..	85,438
Manipur	723	31,718	5,253	36,971	134	22	156	10,800	8,40,460
Tripura	1	36,067	11,289	47,356	1,857	748	2,605	1,81,987	44,216
N.E.F.A.	107	4,034	523	4,557	336	23	359	1,11,238	9,17,406
India	15,369	89,51,865	26,97,018	1,16,48,883	10,63,130	2,72,281	13,35,411	4,91,83,455	2,79,99,911

Table CVIII—Distribution of Girls and Boys in Recognised Institutions

Stage Subject	Number of girls on roll—		Increase (+) or Decrease (—)	Number of boys on rolls		Increase (+) or Decrease (—)
	1956-57	1957-58		1956-57	1957-58	
	1	2	3	4	5	6	7
A. General Education—						
Pre-primary	41,541	49,493	— 7,952	57,772	61,898	+ 4,126
Primary	80,80,691	83,57,321	— 4,76,630	1,78,84,117	1,88,12,890	— 9,28,773
Secondary	15,20,219	16,91,366	+ 1,71,147	58,93,378	62,20,036	— 3,26,658
Intermediate	60,935	63,432	+ 2,497	3,65,000	3,75,342	+ 10,333
B.A. B.Sc.	29,808	37,344	— 7,476	1,38,850	1,52,125	+ 13,275
M.A./M.Sc.	1,589	5,642	— 1,053	23,233	24,828	— 1,595
Research	125	478	— 353	2,498	2,784	+ 286
Total	97,38,268	1,04,05,076	— 6,66,808	2,43,64,857	2,56,49,903	+ 12,85,046
B. Professional Education (Collegiate)—						
Agriculture & Forestry	38	62	— 24	7,440	9,754	+ 2,314
Commerce	442	494	+ 52	60,861	62,712	+ 1,851
Engineering & Technology	35	62	— 27	21,870	28,329	+ 6,459
Law	425	481	— 56	20,392	22,117	+ 1,725
Medicine & Veterinary Science	4,502	5,274	— 682	27,356	29,875	+ 2,519

Physical Education	66	116	+	50	412	535	+ 123
Teachers' Training	3,384	7,407	+	1,823	11,677	14,644	+ 2,967
Others	11	5	—	6	263	286	+ 23
<i>Total</i>	11,163	13,901	+	2,708	1,50,271	1,68,252	+ 17,981
C. Special Education (Collegiate)—							
Home Science & Needle Work	781	956	+	175	..	..	—
Music, Dancing & Other Fine Arts	2,110	2,100	—	10	1,628	1,672	+ 44
Oriental Studies	477	721	+	244	5,425	8,308	+ 2,883
Sociology	132	197	+	65	423	464	+ 41
Others	305	348	+	43	2,621	3,181	+ 560
<i>Total</i>	3,805	4,322	+	517	10,097	13,625	+ 3,528
D. Vocational & Technical Education (School)—							
Agriculture & Forestry	32	30	—	2	6,346	8,355	+ 2,009
Commerce	9,149	11,172	+	2,023	71,442	73,997	+ 2,555
Engineering, Technology, Industry and Arts & Craft	23,851	23,864	+	13	74,176	89,428	+ 15,252
Medicine and Veterinary Science	3,765	4,093	+	528	5,062	5,534	+ 472
Physical Education	295	364	+	69	3,210	2,736	— 474
Teachers' Training	24,891	23,770	—	1,121	68,488	60,422	— 8,066
Others	1	32	+	28	2,691	2,032	+ 241
<i>Total</i>	61,787	63,325	+	1,538	2,31,415	2,43,404	+ 11,989

Table CVIII.—Distribution of Girls and Boys in Recognised Institutions—contd.

1	2	3	4	5	6	7
E. Special Education (School)—						
Music, Dancing and Other Fine Arts . . .	7,908	9,774	+	1,806	7,725	7,900 + 235
For the Handicapped	1,234	1,319	+	85	3,794	4,286 + 492
Oriental Studies	9,773	12,025	+	2,252	1,19,583	1,20,429 + 840
For Social Work	531	440	—	91	3,479	3,764 + 285
Social (Adult) Education	1,45,193	1,47,718	+	2,525	10,59,792	10,58,912 — 880
Reformatory	1,130	1,117	—	22	6,134	6,344 + 210
Others (including Home Science) . . .	16,574	16,305	—	269	51,364	49,965 — 1,399
<i>Total</i>	1,82,412	1,88,698	—	6,286	12,51,871	12,51,600 — 211
Grand Total	99,97,465	1,06,75,322	—	6,77,857	2,60,08,511	2,73,26,844 + 13,18,333

year's figure. The out-put in the intermediate., degree and post-graduate examinations is given below:

	1956-57	1957-58
Intermediate	23,634	20,671
B.A. and B.Sc.	12,166	12,175
M.A. and M.Sc.	2,375	2,898
Professional Subjects (Degrees only)	4,636	5,259

The S.N.D.T. University continued to provide higher education suited to the special needs of women.

As the education of girls was lagging behind, it was felt that some 'special measures' would have to be adopted to increase their enrolment. Accordingly, the scheme for expansion of girls education and training of women teachers at the elementary stage, was initiated in November, 1957 as a centrally-sponsored scheme with plan allocation of Rs. 3.35 crores and budget provision of Rs. 25 crores for 1957-58. The amount was allocated to the State governments/Administrations, on the basis of the number of girls of the age-group 6-14 not attending school. This amount was to cover 75 per cent of the approved expenditure, while the States had to contribute 25 per cent. Several sub-schemes for increasing the number of women teachers and the enrolment of girls were included, any of which could be selected by the States. Only four States, Bihar, Orissa, Mysore and West Bengal were able to take up the schemes for implementation.

6. Physical Education and Sports

Physical education continued to receive the due attention in educational institutions and formed an integral part of the school and college activities. It covered mass drill, games and sports, gymnastics and athletics ; arrangements for games like hockey, cricket, volley-ball, foot-ball, basket-ball etc. existed in almost all secondary schools and colleges and were very popular among students. In primary schools light recreation games were played. As usual, annual inter-school and inter-collegiate tournaments were conducted in all States. Besides, the various sports organisations, which generally received aid from the State governments, continued their activities in the promotion of sports among students. Shortage of trained physical instructors and inadequate play-grounds, however, continued to be among others, the main handicaps in this field. Detailed account of the number of schools and colleges for physical education has been given in Chapter VIII.

One of the chief events during the year in the field of Physical education was the establishment of the Lakshmibai College of Physical Education at Gwalior which started functioning from 17th August, 1957. The college provides three years' degree course in Physical education at the undergraduate level and started with an initial admission of 30 students. Out of the provision

of Rs. 70 lakhs during the Second Five Year Plan, Rs. 1,69,126 were paid to the board of governors of the college to meet the expenses on the college during the year.

The Central Advisory Board of Physical Education and Recreation was reconstituted. The first meeting of the reconstituted board was held on 31st January, 1958. The board, it may be added, was set up by the Government in 1950 to advise on the co-ordination of all programmes and activities in the field of Physical education and recreation but had been held in abeyance on account of financial stringencies and was revived in 1953. The board functioned till December 1956 when the Government decided to reconstitute it so as to make it more broad-based.

In pursuance of one of the recommendations of the Central Advisory Board of Physical Education and Recreation as contained in the National Plan of Physical Education and Recreation, the State governments and the universities were requested in a circular letter to set up State and University Boards of Physical Education and Recreation with powers and functions similar to the Central Advisory Board of Education and Recreation.

The Central Advisory Board of Physical Education set up a committee to scrutinise the diplomas and certificates of physical education institutions for the purpose of their recognition by the Government of India. The committee recommended, for the proper assessment of the diplomas and certificates, an 'on the spot' study of the institutions by an inspecting team. The Government accepted the recommendations and steps were taken for the implementation of the recommendations.

The programme of holding coaching camps in sports initiated in 1955 was continued during the period under report and coaching camps in basket-ball, volley-ball, badminton and wrestling were conducted in which nearly 80 teachers/physical instructors drawn from various educational institutions in the country received training in the method and technique of the games concerned. A new experiment, namely, coaching camps on regional basis was initiated during 1957-58 and the first regional coaching camp in athletics was conducted in Bombay for the benefit of teachers/physical instructors drawn from the Bombay region.

For the promotion of sports and games in the country, grants amounting to Rs. 80,993.81 were paid to the national sports federations. A sum of Rs. 2,58,380 was paid to the Uttar Pradesh Council of Sports for the construction of a big sports stadium at Lucknow and another sum of Rs. 45,000 was paid to the Mysore government for the construction of a Guest House.

For better co-ordination and organisation of sports activities, paid secretaries were appointed to the following national sports organisations/state councils of sports:

- (a) Indian Hockey Federation
- (b) Badminton Association of India
- (c) Basket-ball Federation of India
- (d) National Rifle Association
- (e) Uttar Pradesh Council of Sports, and
- (f) Kerala Sports Council

On the lines of the All India Council of Sports, state councils of sports were set up in the States of Assam, Bombay, Kerala, Madras, Rajasthan, Uttar Pradesh, Andhra Pradesh, Bihar, West Bengal and in the centrally administered areas of Delhi and A. & N. Islands.

The Rajkumari Sports Coaching Scheme was inaugurated in September, 1953. The scheme during the first five years of its existence had made the country coaching-conscious, established permanent coaching centres, offered coaching assistance to various state sports associations and educational institutions in almost all types of sports. It also organised advanced coaching for coaches with the help of foreign instructors. During 1957-58, it had concentrated mostly on the youth of the country by organising coaching camps at universities and school centres.

7. Youth Welfare Activities

Out of Rs. 70 lakhs provided for youth welfare schemes in the Second Five Year Plan, a sum of Rs. 6.66 lakhs was earmarked for the year 1957-58. A brief account of the progress made in this field is given below:

1. *Students' Tours*—Under this scheme, the Government of India render financial assistance for educational tours organised by small batches of students from schools and colleges. The grant is paid to the extent of 75 per cent of the railway/bus fare at student's concession rates. During the year, a sum of Rs. 1,72,164 was sanctioned for the benefit of 6,307 students and teachers of 210 institutions.

2. *Inter-University and Inter-Collegiate Youth Festivals*—The Fourth Inter-University Youth Festival was held from 1st to 10th November, 1957 at New Delhi. Sixteen hundred students from 38 universities participated in the festival. It was the biggest ever conducted so far from the point of view of numbers as well as arrangements. The duration of the festival was also increased from 7 to 10 days. Several additional features such as theatre and club room facilities were introduced. Another important feature of this year's festival was the inclusion of a symposium in the programme on subjects of general interest to students. The Ministry also sanctioned grants amounting to Rs. 12,385 to 4 universities to enable them to hold inter-collegiate youth festivals, to prepare the students, among other things, for participation in the inter-university youth festival.

3. *Youth Hostels*—In order to provide board and lodging facilities at cheap rates to the young tourists, the Government of India are eager to encourage the youth hostel movement in the country. The Government sanctioned an amount of Rs. 15,000 to the Youth Hostels Association of India for meeting their administrative expenditure. A grant of Rs. 10,000 was given to Bihar government for establishment of a youth hostel.

4. *Youth Leadership and Dramatics Training Camps*—The object of these camps is to impart short-term training to college and university teachers in organising various extra-curricular activities in a more effective, systematic and organised manner in their institutions. The Central Ministry of Education conducted 2 youth leadership and dramatic training camps. An expenditure

of Rs. 12,315 was incurred on them. The Ministry also offered financial assistance amounting to Rs. 5,063 to two universities, Gujarat and Annamalai, to hold such camps.

5. *Youth Welfare Boards and Committees*—Under this scheme, assistance is offered to State governments and universities for setting up youth welfare boards and committees to carry on and co-ordinate youth welfare activities. The following grants were given under this programme:

	Rs.
1. Annamalai University	2,150
2. Agra University	4,000
3. Sardar Vallabhbhai Vidyapeeth	4,000
4. Rajasthan University	4,000
5. Patna University	3,924
6. Jadavpur University	3,830
7. Gujarat University	4,000
Total	25,904

6. *Non-Students Clubs And Centres*—Under this scheme, grants are given to recognised and well established youth clubs and centres for the purchase of equipments for games, recreation hobbies etc. Response from the States was, however, inadequate and therefore no progress could be made during the year under review.

8. Scouting and Guiding

The Bharat Scouts and Guides Association had a fruitful year in the sense that it participated in several national and international activities and finalised a detailed programme for its general expansion. Rupees 25 lakhs were provided in the Second Plan for assistance to this organisation. The Government of India sanctioned grants to the tune of Rs. 1,58,561 during 1957-58. This figure included a grant-in-aid of Rs. 74,448 given to the National Head Quarters of Bharat Scouts and Guides for meeting 50 per cent of the cost on return air-fare of 47 scouts and guides, who participated in the Jubilee Scouts Jamboree and World Camp of Girl Guides held at London in July-August, 1957. The Government of India also sanctioned a grant of Rs. 9,113 to meet 50 per cent cost of transport of a contingent of 16 guides sent to Phillippines to participate in the Jamboree held there.

On behalf of the Bharat Scouts and Guides, Mrs. Lakshmi Mazumdar, the then Deputy Commissioner (Guides) attended the 16th world conference held in Brazil in July, 1957. Sarvshri N. N. Pundole, S. S. Pande and K. G. Vidyanathan were sent as delegates from India to attend the 16th conference of the International Boy Scouts Association held on 14th August at Cambridge. Three guiders were sent to England for training under the Joint Common Wealth Headquarters and the World Association of Girl Guides and Girl Scouts Scheme. Besides, 37 rovers of different age-groups selected from Delhi, West Bengal, U.P., Bombay, Rajasthan, Andhra Pradesh, Mysore with Shri K. I. Ipathi from Kerala as the leader of the contingent attended the 10th Ceylon Rover Meet held in Ceylon, from 31st October to 3rd November, 1957.

Table CIX—Strength of Bharat Scouts and Guides

State/Railways	Scouts	Guides	Total
1	2	3	4
Andhra Pradesh	38,526	7,934	46,460
Assam	4,592	1,221	5,813
Bihar	24,468	5,165	29,633
Bombay	57,154	21,964	79,118
Kerala	10,155	2,394	12,549
Madhya Pradesh	15,159	5,291	20,450
Madras	27,269	10,331	37,600
Mysore	38,039	5,390	43,429
Orissa	1,267	373	1,640
Punjab	1,03,839	14,082	1,17,921
Rajasthan	54,087	6,925	61,012
Uttar Pradesh	69,215	11,685	80,900
West Bengal	16,121	3,130	19,251
Delhi	17,693	5,269	22,962
Himachal Pradesh	15,586	2,377	17,963
Northern Railway	3,171	437	3,608
Southern Railway	2,478	896	3,374
Western Railway	2,083	447	2,530
Eastern Railway	5,136	483	5,619
Central Railway	1,066	43	1,109
South Eastern Railway	902	426	1,328
North Eastern Railway	3,362	384	3,746
Tripura	410		410
Total	5,11,778	1,06,647	6,18,425

In January, 1958, with the help of a small committee of field workers in rural areas. Mr. Justice Vivian Bose, the National Commissioner, drew a practical and precise scheme for development of scouting and guiding in rural areas. The scheme, though approved by the Government had to be cut down in its implementation in the second five year plan period due to financial difficulties.

The year under review noticed appreciable progress in handicapped scouting. The scout group of leper boys at Amraoti (Bombay) and groups of blind scouts and guides particularly in West Bengal and Madras were doing useful work.

Among the dignitaries connected with international movement of scouting and guiding, who visited India during 1957-58, mention may be made of Shri J. P. Neric and Shri G. V. Fernando, Assistant Field Commissioners, Far East Region, Boy Scouts International Bureau, Shri Francious, Vice Chairman of Unesco, connected with Scout Association of France and Miss Canod, Secretary of the Guide House in Switzerland.

State governments also evinced keen interest in the scouting and guiding movement and contributed liberally to its development. In schools, it formed one of the curricular activities which was very popular with students. During 1957-58, the total number of boy-scouts and girl-guides in the country was 5,11,778 and 1,06,647 respectively. Their distribution among various States is given in table CIX. Most of the States and many districts organised scout and guide rallies, hikes, training camps, mountaineering trips etc. Besides their daily "good turn", the scouts and guides worked at fairs, exhibitions, health and work campaigns, youth welfare seminars, game centres, adult education centres and rendered other social services like helping the victims of boat disasters, floods and other natural calamities.

9. National and Auxiliary Cadet Corps

The year 1957-58 witnessed further expansion in the activities of the national cadet corps. The strength of the corps increased from 3,909 officers and 1,40,057 cadets to 4,505 officers and 1,60,413 cadets, at the rate of 15.2 per cent in case of officers and 14.5 per cent in case of cadets. Their division-wise distribution is given below:

Table CX—Statistics of National Cadet Corps

Division	Officers		Cadets	
	1956-57	1957-58	1956-57	1957-58
1	2	3	4	5
Senior Division	1,315	1,612	55,766	66,623
Junior Division	2,199	2,378	72,441	78,350
Girls' Division	395	515	11,850	15,450
India	3,909	4,505	1,40,057	1,60,413

The special features of the expansion of the N.C.C. during the year were the following:—

- (i) 17 new technical units were added to the army wing

- (ii) 32 new companies were added to the existing infantry units and a further 19 companies were raised as new infantry units
- (iii) 4 air squadrons were raised at Poona, Indore, Jorhat and Hyderabad
- (iv) 4 naval units were raised, one each at Hyderabad, Delhi, Bangalore and Calcutta
- (v) A marked expansion took place in Bombay, Andhra Pradesh and West Bengal

The 12th meeting of the central advisory committee held on 23rd Dec., 1957 arrived at the following important decisions:

- (a) The motto for the N.C.C. should be 'Unity and Discipline'
- (b) Gliding training which in the past was imparted only to boy cadets of the air wing should be extended to the girls division wherever possible
- (c) The strength of Girls troops should be raised from 30 to 40 cadets per troop to facilitate expansion of Girls' Division

An officers' training centre was established at Kamptee and 490 officer-cadets were trained during the year, in addition to 460 officers, who underwent refresher training courses.

N. C. C. Units took part in the Earl Roberts Imperial Cadet Trophy shooting competition organised in India and other commonwealth countries by the Imperial Cadet Association of the United Kingdom. Among the teams from India No. 9 Circle Cadet Corps, Shillong, obtained the highest points and secured the 12th position among commonwealth teams.

During the year, 11 N.C.C. officers, 465 boy cadets and 100 girl cadets took part in the Republic Day parade. Besides 50 boys and 50 girls of A.C.C. drawn from Delhi schools also participated. The cadet corps rally was held as usual on 27th January. A programme consisting of a ceremonial parade, aero-modelling display, a naval wing demonstration and a mass physical training display by 1,500 boys and girls of the A.C.C. was presented.

87 cadets of the senior division of the army wing were selected during the year for the 7th and 8th N.C.C. courses held at the Military College, Dehra Dun. 8 cadets of the senior division of the air wing were detailed for pilot courses of the I.A.F. One cadet from the naval wing was selected for the Indian navy.

During 1957-58, 19 social service camps consisting of nearly 14,000 cadets of the N.C.C. and 146 social service camps for the A.C.C. cadets were organised and over 55,000 cadets participated in them. The work carried out in these camps consisted *inter alia* of construction of roads and bunds, cleaning of tanks, digging of drains and similar work. The girl cadets carried out hygiene/sanitation drives and literacy and knitting classes for village women.

The A.I.R. programmes of broadcasting the salient features of N.C.C. activities were continued during the year. The Cadet Journal published twice a year, continued to be popular among the cadets.

The strength of the Auxiliary Cadets Corps increased from 6,71,104 cadets to 7,95,312 during the year. Besides 14,962 teachers were on its rolls.

10. School Meals

Arrangements for providing mid-day meals to school children existed in a few States. In many a State the scheme of providing this facility could not make any headway during the year mainly due to high prices of foodgrains, paucity of funds and lack of voluntary help from the public.

However, Madras and Kerala gave a lead in providing mid-day meals to school children which had resulted not only in noticeable improvement in their health but also in better attendance. Incentives like free mid-day meals are necessary to make compulsory Primary education a success. The generous cooperation of the community is, however, essential to make the scheme a success. A brief account of the arrangements made in various States/Union Territories is given in the following paragraphs.

The mid-day meal scheme introduced in the Dangs District in 1951-52 in Bombay was continued during 1957-58. The total expenditure incurred on this scheme amounted to Rs. 72,155. The Bombay Corporation also supplied free milk and snacks to under-nourished children studying in their schools. The scheme of free distribution of skimmed milk powder to children in public primary schools was introduced in 720 schools situated in scheduled areas, community project areas and extension service blocks. Over 47,800 pupils took advantage of the scheme during 1957-58. In Kerala, noon-feeding was conducted in all places where compulsory Primary education was in force. During the year under review, however, provision for mid-day meals to children of lower primary schools and the lower primary sections of middle and high schools was extended from Cochin area to revenue districts of Alleppey and Kozhikode under the Second Five Year Plan schemes.

Only the Tribal Welfare Department of Madhya Pradesh provided mid-day meals to children studying in their schools. In Madras, the Government subsidised from the year under review the movement of opening free mid-day meal centres at the rate of 6 N.P. per meal for elementary schools. During the year as many as 8,270 centres were in existence in which 2,28,844 pupils were fed. The total Government expenditure on the scheme amounted to Rs. 7.32 lakhs. Besides 37,40,147 students were provided with mid-day meals by the Harijan Welfare Department. The Madras Corporation also continued to provide this facility of mid-day meals to the poor children studying in elementary schools. 26,784 children studying in Corporation elementary schools availed of this facility.

Mid-day meals and powdered milk were supplied at Government cost to children of primary and secondary schools in the draught and flood affected areas in Orissa. In Rajasthan, there was arrangement for distributing skimmed milk received from Red Cross and other agencies, to poor and physically weak boys. In Uttar Pradesh, a few girls' schools, government normal schools and model schools continued to provide gram, sprouted or parched, and seasonal fruits. Some junior high and higher secondary schools used farm products for mid-day meals. West Bengal Government gave financial assistance for providing mid-day meals to certain selected schools.

In A. & N. Islands, UNICEF skimmed milk was distributed to all school children. Besides, snacks were distributed free of cost under the school feeding scheme to all children of the high school and a number of primary schools. In L.M. & A. Islands, all the children attending schools were supplied with mid-day meals. In Pondicherry, the scheme of providing meals to poor children was extended during the year to 11 more public schools bringing the total to 55.

11. Medical Inspection of School Children

The system of medical inspection of school children existed in varying degrees in almost all the States. But the arrangements were inadequate and not quite satisfactory. Lack of funds, dearth of medical personnel, absence of school clinics, failure to carry out remedial and follow-up measures and the absence of effective contacts between the school authorities and parents stood in the way of the progress of the scheme. A brief account of the position as reported by various States/Union Territories is as under—

In Andhra Pradesh no organised scheme for medical examination was in force. However, secondary schools could levy special medical fees for this purpose.

In Assam, medical examination was conducted occasionally in Government schools.

In Bombay, 3,71,556 students in 1,535 secondary schools were medically examined during the year involving a total expenditure of Rs. 1,47,775. The total number of pupils examined in 3,372 primary schools was 4,56,713 and the total expenditure amounted to Rs. 2,48,837. In pursuance of the directive from the Government, 5 district local boards and 8 authorised municipalities and one cantonment board introduced schemes of medical inspection in their primary schools. A total amount of Rs. 4,967 was given as grants-in-aid to local boards during the year.

In Kerala, the Government ordered a regular system of medical inspection and follow-up medical care to be introduced in all schools. But owing to paucity of funds, the scheme was confined to lower primary schools only. The scheme was put into operation through 200 medical inspection units distributed throughout the State, each unit covering the lower elementary schools located within a radius of five miles and manned by a part time medical inspector.

In Madhya Pradesh, only Madhya Bharat region had a regular medical inspection system. In other regions it was done periodically.

In Madras, 216 secondary schools had arrangements for medical inspection. Besides, elementary schools run by Madras Corporation had this facility. There were 4 medical inspectors and 3 medical inspectresses to conduct medical examination in these elementary schools. 25,055 children studying in elementary schools were examined during the year, out of whom 3,900 boys and 5,968 girls were found to be in need of treatment. 235 revisits were made to re-examine and suggest treatment to the defectives. Mal-nourished children were provided with mid-day meals, shark liver oil and calcium lactate, while others received appropriate treatment.

In Orissa, the medical officer examined students reading in high schools managed or aided by Government, in the case of other students the work was entrusted to health officers and medical officers in charge of local dispensaries.

In Punjab, there was no regular system of medical examination. However, middle and high schools in urban areas engaged qualified doctors paid out of medical funds for medical inspection of students once or twice a week. Medical record was maintained and defects found in students were reported to their parents. Some dispensaries were also set up in some schools and medicines were provided free of cost.

In Uttar Pradesh, whole time school health service continued to be rendered to school children in 14 big towns of the State by whole time school health officers. In rest of the districts and towns of the State, the district and municipal medical officers carried out medical inspection of students in addition to their own duties in the capacity of ex-officio school health officers. 64,985 children were examined during the year by whole time school health officers.

A committee was constituted, during the year, to reorganise the existing school health services.

In West Bengal, the Education Directorate continued to maintain school hygiene units in Calcutta and in some municipal towns with a view to examining the health of school children periodically.

In Delhi, medical inspection was carried out by the concerned school medical officers and treatment prescribed for defective children.

In Manipur, some of the educational institutions were inspected by the medical department.

In Tripura, medical examination of students was conducted once a year. Defects found in children were attended to in Government hospitals. Medical inspection report of defective students was sent to their respective parents.

In N.E.F.A. school children were examined by the N.E.F.A. medical officers in the course of their tours in the interior.

12. Education of Displaced Students

The scheme for financial assistance to displaced students was continued during 1957-58. Besides State governments' expenditure on stipends, cash grants, freeships and maintenance grants to displaced students, the Central Government incurred an expenditure of Rs. 6.49 lakhs for this purpose.

Nearly a decade after partition, it was felt that the special task of the Ministry of Rehabilitation in assisting displaced students was practically over and that the work could then with advantage be passed on to the normal ministries. Accordingly, the work connected with aid to displaced students from West Pakistan and educational arrangements at Faridabad and Rajpura were

transferred to the Ministry of Education. The distribution of the expenditure incurred by the Ministry during 1957-58 is given below :

Item	Expendi- ture (In Rs. Lakhs)
1. Direct aid to displaced students including financial assistance to destitute children living outside Homes/Infirmaries	0.49
2. Educational Arrangements at Rajpura	0.26
3. Educational Arrangements at Faridabad	0.80
4. Deshbandhu College, Kalkaji	4.94
Total	6.49

Besides this, the Ministry of Rehabilitation sanctioned a sum of rupees 24 lakhs towards grants-in-aid to disrupted and non-disrupted educational institutions for payment to displaced students from West Pakistan. The total number of educational institutions benefited was 159. A sum of Rs. 36.66 lakhs was also sanctioned to various State Governments for direct aid to displaced students from West Pakistan.

An Indo-Pakistan Agreement on the issue of original and duplicate certificates of displaced students on both sides, which was held up till May 1957, was ratified in a revised form and its implementation was given effect to during the year under report. The Government of India in implementation of this Agreement forwarded 811 certificates to Pakistan during the year. This reduced the number of pending cases of Pakistan nationals to 15. Likewise, 101 fresh cases out of 147 were disposed of, leaving a balance of only 46. On the Pakistan side, 168 certificates out of 602 pending cases were received during the year. The number of fresh and old pending cases of Indian nationals was 800.

13. Indian Students Abroad

During 1957-58, the following Government of India overseas scholarship schemes were in operation.

Agatha Harrison Fellowship

This fellowship was instituted in the year 1956-57 in the memory of late (Miss) Agatha Harrison and envisages study at St. Anthony's College, Oxford, of Asian problems with special reference to India. The duration is 5 years. The selected candidate continued his study at the college during 1957-58. Rs. 10,666/- were spent on him during the year.

Central Overseas Scholarships Scheme

This scheme aims at raising the standard of instruction and research in the country and is, therefore, meant for teachers of colleges, universities and

certain comparable institutions of higher education. During 1957-58 one scholar was sent abroad under this scheme for study in the field of Humanities and 28 scholars in various branches of Science, Engineering, Technology and Medicine. Of the scholars who went during the previous years, 6 returned to India. Rs. 3,20,093 (including the expenditure incurred on scholars awarded scholarships for scientific subjects etc.) were spent during the year.

Fully Paid Overseas Scholarships Scheme

This is a plan scheme which seeks to provide for facilities for young and brilliant persons in the age-group 20—25 who are not employed, for higher studies abroad in those branches of Science, Engineering, Technology, Medicine and Humanities for which suitable facilities do not exist in India. During the year 1957-58, 17 scholars proceeded abroad for studies in Scientific subjects and one in Humanities.

Union Territories Overseas Scholarships

These scholarships are earmarked for persons who by birth and/or domicile are natives of centrally administered Union Territories of Delhi, Himachal Pradesh, Tripura, Manipur, Andaman and Nicobar Islands, Laccadive, Minicoy and Amindive Islands.

Of the five candidates selected for 1957-58, four went to U.K. and one to U.S.A.

Foreign Languages Scholarships Scheme

Out of the 28 scholars selected under the scheme in 1956-57, 4 who could not then proceed abroad, did so during 1957-58. Of the scholars, who went abroad during the previous years, 34 returned to India. Rs 1,95,052 were spent during the year.

Programme for Exchange of Scholars between Iraq and India

This programme was started from the year under report. The two candidates selected under this scheme were recommended to the Iraq Government for approval.

Exchange Programme of Scholars between India and China

(a) During 1957-58 two scholars went to China under this programme, one for the study of "Traditional Chinese Painting and Lacquer Work", and the other for the study of "Water Conservancy Works".

(b) Three persons who had gone to China for study of the Chinese language continued their studies during 1957-58.

Exchange Programme of Scholars between India and Czechoslovakia

During 1957-58, four scholars went to Czechoslovakia under the above programme for practical training in Sculpture, Painting, Puppetry and Puppet Films, and Furnace Designing. Another scholar was awarded scholarship during this year. He could not, however, leave during the year.

Indo-German Industrial Co-operation Scheme

(a) Post-Graduate studies and training in German Universities/Technical institutions.

Under this scheme 23 scholarship holders out of 25 selected in the previous year left for studies during the year under review.

Twenty candidates (19 from those already in Germany and one from India) were awarded freeships.

(b) Practical training in German Industries—of the 80 places originally offered, selections for 35 places were made. Of these, 31 left during the year. Selections for the remaining 45 places were held up for want of details regarding facilities from the West German Government.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Overseas Scholarships:

Nine Scholars were sent abroad during 1957-58. Of these who went under this scheme during previous years, 7 returned.

Besides, sea passage grants were given to 4 students belonging to Other Backward Classes, who had obtained scholarships from foreign governments etc.,

Colombo Plan

(Colombo Plan (upto 1957 programme)—of the 29 candidates Recommended to the Ministry of Finance (Department of Economic Affairs) for 1957, 27 were approved by that Ministry. 21 of them went abroad during the year.

One candidate under 1954 Programme is also still in the U.K. He is ill and is undergoing treatment in a hospital there.

United Nations and Unesco Scholarships and Fellowships

(a) U. N. Social Welfare Fellowships and Scholarships Programme

Six candidates were sent under this scheme for study in social welfare. The Government of India or the sponsoring authority had to meet the inland cost, actual passport, visa and medical examination fees and 50 per cent of the cost of the round trip air travel, while rest of the expenditure was to be met by the U.N.

(b) Unesco Fellowships

(i) Expanded Technical Assistance Programme—Awards under this programme are made by Unesco in accordance with the approved specific requirements of national laboratories/research stations/institutions etc. Of the ten candidates selected in the previous year, nine went abroad during the year. All have returned on completion of their training abroad.

(ii) Fellowships—Three candidates received fellowships for study in specific fields.

An *ad hoc* offer of correspondence course scholarships for Indian nationals in 'Teaching Methods for Technical Instructors' and 'Technical Teachers Certificate Course' was received from the Australian Government during 1957-58. Fifty-seven candidates were recommended to the Ministry of Finance, of whom 18 were approved.

Point Four Programme—The Government of the United States of America award scholarships/fellowships to Indian nationals for training in that country.

The Ministry of Finance is the co-ordinating authority. Of the two candidates recommended to the Ministry of Finance (Department of Economic Affairs) in 1957, the candidature of one was diverted to the Colombo Plan and that of the other to the Programme for 1958.

Fellowship/Scholarships offered by Foreign Institutions/Organisations for Professional and Technical Studies including Practical Training.

The following Scholarships/Fellowships were offered during the year—

(i) Belgium	1
(ii) Czechoslovakia	33
(iii) East Germany	50
(iv) France	19
(v) Italy	3
(vi) Israel	1
(vii) Japan	3
(viii) Netherlands	1
(ix) Norway	1
(x) Sweden	1
(xi) Switzerland	2
(xii) U.S.S.R.	11
(xiii) West Germany	607*
(xiv) Yugoslavia	3

Fellowships/Scholarships offered by Foreign Institutions/Organisations for Study/Practical Training.

The following organisations awarded scholarships to the Indian nationals during the year—

(i) Brush-Aboe Group Commonwealth Scholarship	1
(ii) Federation of British Industries Scholarships	5
(iii) Free Hanseatic City of Hamburg Scholarships	10
(iv) Hamburg University Students Union Scholarships	2
(v) Hamburg Chamber of Commerce Scholarships (Practical Training)	100
(vi) Science Research Scholarship for the Royal Commission for the Exhibition of 1851	1
(vii) Rutherford Scholarship of the Royal Society	1

*Includes 600 Scholarships for practical training.

CHAPTER XI

STATISTICAL SURVEY

This chapter seeks to study the trends of progress in important fields of education as revealed by the statistics of five years preceding 1957-58. It has, however, two main limitations: (1) As comparable statewide statistics for all years between 1952-53 and 1957-58 are not available owing to the reorganisation of States in 1956-57, it is not possible to spotlight regional disparities; and (2) as the treatment of the subject is purely statistical, it cannot be expected to deal with problems relating to the qualitative aspect of education.

Elementary Education—The following table indicates the extent of growth of education in classes I—VIII during the last five years:—

Table CXI—Pupils undergoing Elementary Education, 1952-57

Year	Number of Pupils in classes I—VIII			Per-centage of Girls to Total	Percentage Increase from the previous year		
	Boys	Girls	Total		Boys	Girls	All Persons
1	2	3	4	5	6	7	8
	(In lakhs)						
1952-53	174.25	64.91	239.16	27.1	..	..	..
1953-54	184.59	70.42	255.01	27.6	5.0	8.5	6.6
1954-55	196.10	76.63	272.73	28.1	6.2	8.8	6.9
1955-56	209.54	85.07	294.61	28.9	6.9	11.0	8.0
1956-57	220.95	93.54	314.49	29.7	5.4	10.0	6.8
1957-58	232.40	98.58	330.98	29.8	5.2	5.4	5.2

The above table shows that during the quinquennium from 1952-53 to 1957-58, about 91.82 lakhs of additional children were enrolled in classes I—VIII (58.15 lakh boys and 33.67 lakh girls). This gives average increase of 18.3 lakhs of children (11.6 lakh boys and 6.7 lakh girls) per year. On percentage basis, the increase was more rapid for girls, where it ranged from 5.4 to 11.0. In case of boys the percentage increase varied from 5.2 to 6.9. In spite of the improvement in the proportion of girls in the total enrolment from 27.1 per cent in 1952-53 to 29.8 per cent in 1957-58, the gap between the education of girls and boys was still considerable.

The above table reflects a good record of achievement; but the following table, which indicates percentages arising out of the comparison between enrolment in classes I—VIII and the population in the age-range 6—14, gives it a new perspective—

Table CXII—Educational Facilities for the Age-Group (6—14), 1952-57

Year	Percentage of pupils in classes I—VIII to the population in the age-groups 6—14		
	Boys	Girls	All Persons
1	2	3	4
1952-53	47·2	18·8	33·5
1953-54	49·2	20·2	35·1
1954-55	51·4	21·3	36·8
1955-56	54·1	23·1	39·1
1956-57	55·9	24·9	40·9
1957-58	60·2	26·9	43·9

The following points emerge from the above data—

- (a) Educational facilities, which, in 1952-53, were equivalent only to 33·5 per cent of the elementary school age population, increased to the equivalent of 43·9 per cent, by 1957-58.
- (b) Girls' education has been comparatively more backward in as much as facilities in classes I—VIII were available for only 27 girls out of every one hundred girls in the age-group 6—14.

It would be clear from the above statistics that the country would not be able to provide free and compulsory education for all children in the age-group of 6-14 by 1960 as directed in Article 45 of the Constitution. The educational panel of the Planning Commission, in its meeting at Poona in July 1957, therefore, considered this question in all its ramifications and, *inter alia*, recommended that while universal, free and compulsory education for children in the age-group 6-14 years might remain as the ultimate objective to be achieved during the Fourth or Fifth Plan, the immediate objective should be to cover the age-group 6-11 years by 1965-66.

The Government of India accepted the above recommendation of the educational panel and preparations were taken in hand for the introduction of universal, free and compulsory primary education during the Third Plan.

Primary Education—Universal provision of educational facilities is a prerequisite to the introduction of universal education. The following table throws light on the manner in which primary schools have been multiplying—

Table CXIII—Number of Primary Schools, 1952-57

Year	Primary Schools		Primary Schools for Girls		Single-Teacher schools		Percentage of single teacher schools to total number of primary schools
	Number	Increase from the previous year	Number	Percentage of girls schools to total number of schools	Number	Percentage of increase from previous year	
1	2	3	4	5	6	7	8
1952-53	2,22,014	6,978	14,227	6.4	75,214	11.3	33.9
1953-54	2,39,382	17,368	14,711	6.1	86,031	14.4	35.9
1954-55	2,63,626	24,244	14,925	5.7	1,01,342	17.8	38.4
1955-56	2,78,135	14,509	15,230	5.5	1,11,220	9.7	40.0
1956-57	2,87,298	9,163	16,065	5.6	1,16,272	4.5	40.5
1957-58	2,98,247	10,949	16,433	2.3	1,23,248	6.0	41.3

During the five years from 1952-53 to 1957-58, more than 76 thousand new primary schools came up, giving an average increase of more than 15 thousand schools per year. This excludes new primary departments of middle and high schools that may have been started during this period whose number is not available. The proportion of separate schools for girls has declined from 6.4 per cent to 2.3 per cent during the period. This is a very desirable development as it shows the tendency to accept co-education at this level.

The above table also shows that during the period under review, the number of single-teacher primary schools increased by as much as about 48,000. Further, although the annual rate of increase of such schools has been fluctuating, their proportion to the total number of primary schools has been going up. This is inevitable because primary schools are now being opened in small villages.

The distribution of Primary schools by management is shown in the following table—

Table CXIV—Number of Primary Schools by Management, 1952-57

Year	Total Number of Primary Schools	Number of Primary Schools Managed by			Percentage of Govt. Managed Schools	Percentage of Local Boards Managed Schools	Percentage of Private Schools
		Govt.	Local Boards	Private Bodies			
1	2	3	4	5	6	7	8
1952-53	2,22,014	46,094	1,09,053	65,967	20.8	49.5	29.7
1953-54	2,39,382	52,597	1,19,968	66,817	22.0	50.1	27.9
1954-55	2,63,626	59,262	1,33,020	71,344	22.5	50.4	27.1
1955-56	2,78,135	64,827	1,42,223	71,085	23.3	51.1	25.6
1956-57	2,87,298	64,098	1,52,064	71,136	22.3	52.9	24.8
1957-58	2,98,247	77,724	1,48,275	72,248	26.1	49.7	24.2

The number of primary schools under all managements has been rising, but on a percentage basis, different trends are visible. While local body schools veered round fifty per cent throughout this period, the rise in Government schools from 21 to 26 per cent had its repercussions on private schools which fell from 30 to 24 per cent. The decrease in the proportion of private primary schools is in keeping with the general trend that Primary education should be a responsibility mainly of the States and the local authorities.

The number of pupils studying at the primary stage is shown in the table given below:—

Table CXV—Enrolment at the Primary Stage, 1952-57

Year	Boys	Girls	Total	Percentage of Girls to Total
1	2	3	4	5
(In Lakhs)				
1952-53	140.70	57.32	198.02	28.9
1953-54	150.06	62.00	212.06	29.2
1954-55	158.82	67.40	226.22	29.8
1955-56	170.24	74.87	245.11	30.5
1956-57	178.84	80.81	259.65	31.1
1957-58	188.13	85.57	273.70	31.3

The above table shows that during the quinquennium under review, more than 76 lakhs of additional children were brought to schools, giving an average increase of 15 lakhs per year. In all important respects, the enrolment at the primary stage, as shown in the above table, follows the pattern of enrolment in Classes I—VIII discussed earlier.

With a view to examining the extent to which this expansion at the primary level has carried the country forward towards the goal of universal Primary education, it is necessary to relate the enrolment in classes I to V (as

distinct from that at the primary stage which varies from State to State and area to area) to population in the age-group 6—11. This has been done in the following table:

Table CXVI—Educational Facilities for the Age-Group (6—11), (1952-57)

Year	Enrolment in Classes I—V			Percentage of Enrolment of children in the age-group 6—11		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
	(In Lakhs)					
1952-53	144.97	58.51	203.48	61.9	26.1	44.4
1953-54	153.56	63.16	216.72	64.8	27.9	46.7
1954-55	163.49	68.75	232.24	68.1	29.9	49.4
1955-56	175.28	76.39	251.67	72.0	32.8	52.8
1956-57	184.51	82.62	267.13	73.7	34.5	54.5
1957-58	194.04	87.66	281.70	76.1	36.2	56.7

The above table shows that, although the overall position of educational facilities vis-a-vis children in the age-group 6—11, improved by 38.4 per cent (from 44.4 per cent in 1952-53 to 56.7 in 1957-58), the country would have to increase the tempo of development manifold in the coming years to successfully implement the policy of universal, free and compulsory Primary education.

It must, however, be borne in mind that the enrolment in classes I—V also includes an element of population which falls out-side the age-range 6—11. Their position is indicated in the following table:

Table CXVII—Pupils outside the Age-Group 6—11 in Classes I—V, 1952—57

Year	Enrolment in Classes I—V			Pupils below 6 and above 11 years in classes I—V			Percentage of pupils below 6 and above 11 years in classes I—V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
	(Figures in Lakhs)								
1951-52	141.82	56.28	198.10	36.94	13.43	50.37	26.4	23.9	25.4
1952-53	144.97	58.51	203.48	36.17	13.28	49.45	24.9	22.7	24.3
1953-54	153.56	63.16	216.72	39.09	15.32	54.41	25.5	24.3	25.1
1954-55	163.49	68.75	232.24	40.81	15.86	56.67	25.0	23.1	24.4
1955-56	175.28	76.39	251.67	42.67	16.46	59.13	24.3	21.5	23.5
1956-57	184.51	82.62	267.13	44.27	17.79	62.06	24.0	21.5	23.2
1957-58	194.04	87.66	281.70	46.14	18.20	64.34	23.8	20.8	22.8

It is clear from the above data that quite a sizable number of seats in classes I—V (about 23 to 25 per cent) are being utilised by children not belonging to the age-group 6—11 for which these are normally meant. This is mainly

because of admissions being allowed to children both above and below 6 years of age and because of stagnation. It is, however, gratifying to observe that the proportion of such students is steadily declining.

The discussion on enrolment, it is felt, will not be complete without a word about wastage and stagnation. As at least four years of schooling is considered necessary for attaining permanent literacy, failure to reach class IV within four years after admission to class I constitutes wastage and stagnation. In the following table the enrolment in class IV in a particular year is related to the enrolment in class I, three years earlier (i.e. the same batch when it entered class I) and the magnitude of wastage and stagnation, both numerical and in percentages, is indicated.

Table CXVIII—Wastage and Stagnation, 1952-57

Year	Enrolment in Class I Three Years Back			Enrolment in Class IV During the Year			Numerical Wastage and Stagnation			Wastage and Stagnation in Percentages		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
	(Figures in Lakhs)											
1953-54	47.63	21.85	69.48	22.28	7.70	29.98	25.35	14.15	39.50	53.2	64.8	56.9
1954-55	48.02	22.23	70.25	22.66	8.08	30.74	25.36	14.15	39.51	52.8	63.7	56.2
1955-56	50.23	23.72	73.95	23.45	8.71	32.16	26.78	15.01	41.79	53.3	63.3	56.5
1956-57	54.67	26.20	80.87	25.10	9.57	34.67	29.57	16.63	46.20	54.1	63.4	57.1
1957-58	61.89	29.23	91.12	26.57	10.29	36.86	35.32	18.94	54.26	57.1	64.8	59.5

The above data shows that out of 100 children entering the school during the period as many as 56 to 60 failed to reach class IV in the normal course of time. The wastage in the case of girls was still greater. An idea about the wastage

and stagnation from class to class can be had from the following table which shows the number of pupils reaching classes II, III and IV in subsequent years out of every 100 children admitted to Class I during a particular year:

Table CXIX—Wastage in Different Classes

Class	1949—53 Batch			1950—54 Batch			1951—55 Batch			1952—56 Batch			1953—57 Batch		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
I . . .	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
II . . .	66	60	64	65	58	63	66	59	64	63	58	61	62	58	61
III . . .	53	44	50	55	46	52	54	46	51	53	45	50	51	45	49
IV . . .	47	35	43	47	36	44	47	37	43	46	37	43	43	35	40

The following points emerge from the above data—

- Wastage has been highest between Classes I and II.
- There seems to be a slight increase in wastage and stagnation during the period under review. Of 100 children admitted to Class I, only 40 were in class IV of the 1953-57 batch as against 43 of the 1949-53 batch.

The following table gives the number of teachers working in primary schools. It excludes the teachers working in primary departments of middle and high schools about which data is not available.

Table CXX—Teachers of Primary Schools, 1952-57

Year	No. of Teachers in Primary Schools			Increase from the previous year	Percent- age of Women Teachers	No. of Trained Teachers	Percent- age of Trained Teachers
	Men	Women	Total				
1	2	3	4	5	6	7	8
	(In Thousands)					(In Thou- sands)	
1952-53	488	99	587	..	16·9	365	62·2
1953-54	518	105	623	36	16·8	390	62·5
1954-55	563	113	676	53	16·8	418	61·8
1955-56	574	117	691	15	16·9	423	61·2
1956-57	589	121	710	19	17·1	442	63·5
1957-58	6,602	127	729	19	17·4	463	63·5

It is quite natural that, with the rise in the number of pupils, the number of teachers should also rise. During the period under review, the number of primary school teachers increased by 142 thousands or at the rate of about 28·4 thousand per year. The number of women teachers also rose steadily, although the total number of women teachers is still very small, there being one women teacher for every six men teachers. There is, therefore, a good deal to be said about increasing the number of women teachers which can help to improve the position of girls' education. The number of trained teachers has been increasing.

In the five years from 1952-53 to 1957-58, the total direct expenditure on primary schools increased by about 50 per cent, from Rs. 44·20 crores to Rs. 66·71 crores. This excludes the expenditure on primary departments of middle and high schools, for which separate figures are not available. But for an expenditure of 5 to 7 per cent which was met from the income from fees and other sources in almost equal proportions, the rest (about 93 to 95 per cent) came from public sources like government and local boards. The following table gives the details of the expenditure by sources:

Table CXXI—Expenditure on Primary Schools by Sources, 1952-57

Year	Expenditure met from					Percentage of Expenditure met from Government and Local Boards Funds
	Government Funds	Local Board Funds	Fees	Other Sources	Total	
1	2	3	4	5	6	7
	(In Crores of Rupees)					
1952-53 . . .	31·84	9·48	1·26	1·62	44·20	93·5
1953-54 . . .	33·18	10·25	1·31	1·53	46·27	93·9
1954-55 . . .	36·95	10·70	1·56	1·68	50·89	93·6
1955-56 . . .	39·55	10·75	1·75	1·68	53·73	93·6
1956-57 . . .	43·56	11·50	1·80	1·62	58·48	94·2
1957-58 . . .	52·36	10·75	1·76	1·84	66·71	94·6

The data in the above table includes direct expenditure only, that is, the expenditure incurred on teachers' salaries, equipment, contingencies, etc. Details of indirect expenditure, like expenditure on direction and inspection,

buildings etc. are not available. Teachers' salaries constituted a major slice in the direct expenditure as shown in the following table:

Table CXXII—Teachers' Salaries in Primary Schools, 1952-57

Year	Total Direct Expenditure	Teachers' Salaries	Percentage of Teachers Salaries to total Direct Expenditure	Average Salary per Teacher
1	2	3	4	5
	(In Crores of Rupees)			
1952-53	44.20	37.60	85.1	640.9
1953-54	46.27	38.84	83.9	623.1
1954-55	50.89	42.80	84.1	633.3
1955-56	53.73	45.04	83.8	651.5
1956-57	58.48	49.28	84.3	694.0
1957-58	66.71	56.92	85.3	780.6

The above table also shows that the average salary of primary school teacher improved during the period under review from Rs. 640.9 to Rs. 780.6.

Education of the middle stage is imparted in middle schools as well as in middle departments of high and higher secondary schools. Information about middle departments is not available. The following table shows the rise in the number of middle schools during the five years preceding 1957-58.

Table CXXIII—Number of Middle Schools, 1952-57

Year	Number of Middle Schools			Percentage of Increase from the Previous year	Percentage of Middle Schools for Girls
	For Boys	For Girls	Total		
1	2	3	4	5	6
1952-53	13,578	1,762	15,340	5.2	11.5
1953-54	14,361	1,891	16,252	5.9	11.6
1954-55	15,417	1,901	17,318	6.6	11.0
1955-56	19,393	2,337	21,730	25.5	10.8
1956-57	21,871	2,615	24,486	12.7	10.7
1957-58	24,141	2,874	27,015	10.3	10.6

It is seen that middle schools increased by 11,675 in the course of five years, yielding an average increase of 2,335 schools per year. Schools for girls also increased in number, although their proportion to total has been steadily decreasing. Management-wise details of middle schools are given below:—

Table CXXIV—Number of Middle Schools by Management, 1952-57

Year	Number of Middle Schools Managed by				Percent- age of Govt. Schools	Percent- age of Local Board Schools	Percent- age of Private Schools
	Government	Local Boards	Private	Total			
1	2	3	4	5	6	7	8
1952-53	3,955	5,134	6,251	15,340	25·8	33·5	40·7
1953-54	4,332	5,130	6,790	16,252	26·6	31·6	41·8
1954-55	4,632	5,382	7,304	17,318	26·7	31·1	42·2
1955-56	4,961	8,988	7,781	21,730	22·8	41·4	35·8
1956-57	5,164	10,830	8,492	24,486	21·1	44·2	34·7
1957-58	6,807	10,928	9,280	27,105	25·2	40·5	34·3

As at the primary stage, the proportion of middle schools under private bodies has decreased to some extent.

The enrolment at the middle stage increased by 16·47 lakhs during the five years under review, which gives an average rise of 3·29 lakhs per year. The number of girls was less than one-third of the number of boys, but its rate of increase was faster. These details are given in the following table:

Table CXXV—Enrolment at Middle Stage, 1952-57

Year	Boys	Girls	Total	Percent- age of Girls to Total
1	2	3	4	5
(In lakhs)				
1952-53	31·38	7·13	38·51	18·5
1953-54	33·66	8·19	41·85	19·6
1954-55	35·69	8·91	44·60	20·0
1955-56	38·31	9·92	48·23	20·6
1956-57	40·21	11·38	51·59	22·1
1957-58	42·36	12·62	54·98	23·0

The duration of the middle stage is not uniform in all States, nor does it cater to the same age-group. In order, therefore, to assess the progress of middle-school education, particularly in relation to the population of the age-group 11—14, the enrolment on classes VI—VIII has been taken into account and the results have been shown in the following table—

Table CXXVI—Enrolment in Classes VI—VIII, 1952-57

Year	Pupil in Classes VI - VIII			Percentage of Enrolment in Classes VI - VIII to Children in the age range 11—14		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
	(In Lakhs)					
1952-53 . . .	29.29	6.39	35.67	23.7	5.3	14.6
1953-54 . . .	31.03	7.26	38.29	23.6	5.9	15.1
1954-55 . . .	32.61	7.87	40.48	24.5	6.4	15.8
1955-56 . . .	34.26	8.67	42.93	25.4	6.9	16.5
1956-57 . . .	36.44	9.92	46.36	26.4	7.7	17.3
1957-58 . . .	38.35	10.93	49.28	29.2	8.8	19.3

The slow rate of overall progress, which on an average is less than 1 per cent per annum, and the extreme backwardness of girls education at this level are only too obvious.

The number of teachers of middle schools was almost doubled in the course of five years from 1952-53 to 1957-58. Women teachers were about one-fifth of the total number. The details are given in the following table:

Table CXXVII—Teachers in Middle Schools, 1952-57

Year	Number of Teachers		Total	Percent- age of Women to Total	Trained teachers	Percent- age of Trained Teacher
	Men	Women				
1	2	3	4	5	6	7
1952-53 . . .	81,989	15,003	96,992	15.5	53,047	54.7
1953-54 . . .	87,867	16,433	1,04,300	15.8	56,788	54.5
1954-55 . . .	94,671	17,078	1,11,749	15.3	59,768	53.5
1955-56 . . .	1,24,550	23,844	1,48,394	16.1	86,776	58.5
1956-57 . . .	1,35,467	31,096	1,66,563	18.7	1,00,077	60.1
1957-58 . . .	1,48,054	37,019	1,85,073	30.0	1,16,021	62.7

The improvement in the percentage of trained teachers from 54·7 in 1952-53 to 62·7 in 1957-58 in spite of considerable increase in their strength during this period is very encouraging.

With the increase in the number of middle schools and the teachers working therein, the expenditure on middle schools was more than doubled and it rose from Rs. 9·64 crores in 1952-53 to Rs. 20·77 crores in 1957-58. The increase was shared by all types of managements. Further details are shown below:

Table CXXVIII—Direct Expenditure on Middle Schools by Sources, 1952-57

Year	Total Expenditure (Rs. in crores)	Percentage of Expenditure met from			
		Govt. Funds	Local Board Funds	Fees	Other Sources
1	2	3	4	5	6
1952-53	9·64	52·0	14·5	23·5	10·0
1953-54	10·52	53·5	13·7	23·2	9·6
1954-55	11·46	57·1	12·7	21·3	8·9
1955-56	15·41	62·9	12·9	16·2	8·0
1956-57	17·15	60·5	11·6	14·6	13·3
1957-58	20·77	72·3	8·8	12·2	6·7

The expansion of middle schools education during the period devolved larger financial responsibility on the Government and the percentage of expenditure met from the other sources showed trends of decrease.

Major portion of the direct expenditure on middle schools was expended on teachers' salaries as shown in the following table:

Table CXXIX—Expenditure on salaries of Middle School Teachers, 1952-57

Year	Direct Expenditure on Middle Schools	Expenditure on salaries of Middle School Teacher	Percentage of Teachers salaries to total Direct Expenditure	Average annual salary per teacher
1	2	3	4	5
	(Rs. in Crores)			
1952-53	9·65	7·23	75·00	745
1953-54	10·52	7·74	73·57	742
1954-55	11·46	8·65	75·48	774
1955-56	15·41	12·00	77·87	809
1956-57	17·15	12·06	70·32	832
1957-58	20·77	17·01	81·9	919·2

The above table shows that about 75 per cent of the direct expenditure on middle schools was spent on salaries of its teachers, leaving only about 25 per cent for contingencies and equipment, etc. The above table also shows that the average annual salary of a middle school teacher has been almost continually improving during the period. The increase has been of the order of 23·4 per cent during five years.

Basic Education

Basic education has been accepted as the national system of education. The following table shows the progress made in the matter of providing basic schools in the country during the period under review:

Table CXXX—Number of Basic Schools, 1952-57

Year	Junior Basic Schools				Senior Basic Schools			
	Number	Percentage of schools managed by			Number	Percentage of schools managed by		
		Govt.	Local Bords	Private Boadies		Govt.	Local Boards	Private Bodies
1	2	3	4	5	6	7	8	9
1952-53 . .	34,223	6·3	86·3	7·4	655	76·8	14·7	8·5
1953-54 . .	34,940	8·4	84·3	7·3	865	67·3	21·7	11·0
1954-55 . .	37,394	10·0	80·9	9·1	1,120	60·7	18·9	20·4
1955-56 . .	42,971	13·4	76·2	10·4	4,842	16·6	74·5	8·9
1956-57 . .	46,881	11·7	77·6	10·7	6,897	13·1	79·4	7·5
1957-58 . .	52,039	13·7	14·3	2·0	7,819	15·0	75·5	9·5

The following points emerge from the above table—

(i) Junior basic schools increased by more than 17,500 and senior basic schools by more than 7,000 during the period, yielding an average increase of about 3,500 junior basic and 1,400 senior basic schools per year.

(ii) In the beginning of the period under review, senior basic schools were predominantly government; at the end of the period the schools conducted by local bodies were the most numerous. In 1957-58, nearly 80 per cent of both the junior as well as senior basic schools were under local bodies and the rest under government and private agencies.

In spite of the increase in the number of basic schools as reported above, they still formed a small minority among primary and middle schools as shown below—

Table CXXXI—Junior Basic Versus Primary Schools and Senior Basic Versus Middle Schools, 1952-57

Year	Junior Basic Schools	Primary Schools	Percentage of Junior Basic Schools	Senior Basic Schools	Middle Schools	Percentage of Senior Basic Schools
1	2	3	4	5	6	7
1952-53 . . .	34,223	2,22,014	15.4	655	15,340	4.3
1953-54 . . .	34,940	2,39,382	14.6	865	16,252	5.3
1954-55 . . .	37,304	2,63,626	14.2	1,120	17,318	6.5
1955-56 . . .	42,971	2,78,135	15.4	4,842	12,730	22.3
1956-57 . . .	46,881	2,87,298	16.3	6,897	24,486	28.1
1957-58 . . .	52,039	2,98,247	17.4	7,819	27,015	28.9

The enrolment of basic schools as well as its comparison with the enrolment in primary and middle schools is shown below:

Table CXXXII—Enrolment in Basic Schools, 1952-57

Year	Enrolment in Junior Basic Schools			Enrolment in Senior Basic Schools			Percentage of enrolment in Junior Basic Schools to that of Primary Schools	Percentage of enrolment in Senior Basic Schools to that of Middle Schools
	Total	Girls	percentage of Girls	Total	Girls	Percentage of Girls		
1	2	3	4	5	6	7	8	9
	In lakhs			In lakhs				
1952-53 . . .	20.60	4.43	15.0	1.21	0.26	21.5	15.16	5.24
1953-54 . . .	30.31	5.11	16.9	1.69	0.37	21.9	14.56	6.95
1954-55 . . .	31.55	5.66	17.9	2.16	0.46	21.3	14.21	8.32
1955-56 . . .	37.30	7.69	20.6	13.30	3.54	26.6	16.27	34.88
1956-57 . . .	41.28	8.61	20.9	17.31	4.88	28.2	17.26	39.41
1957-58 . . .	48.13	10.33	21.5	19.77	5.86	29.6	19.42	39.07

In the course of five years from 1952-53 to 1957-58, the enrolment in junior basic increased by 27·53 lakhs and that in senior basic schools by 18·56 lakhs, yielding an average annual increase of 5·51 lakhs and 3·71 lakhs respectively. The position of girls in this enrolment improved from 15·0 per cent to 21·5 per cent in the case of junior basic schools and from 21·5 per cent to 29·6 per cent in case of senior basic schools. As compared to primary and middle schools, the enrolment in junior and senior basic schools was still very low.

The expenditure on basic schools together with its comparison with the expenditure on primary and middle schools is shown below:

Table CXXXIII—Expenditure on Basic Schools, 1952-57

Year	Total Expenditure (Rs. in crores)	Percentage of Expenditure met from				Percentage of Expenditure on Basic Schools to that on Primary/Middle Schools
		Government Funds	Local Board Funds	Fees	Other sources	
1	2	3	4	5	6	7
<i>Junior Basic</i>						
1952-53 . . .	5·67	69·3	24·9	4·4	1·4	12·8
1953-54 . . .	6·04	70·9	23·0	5·0	1·1	13·1
1954-55 . . .	6·50	71·1	22·8	4·8	1·3	12·8
1955-56 . . .	8·11	74·0	21·0	3·8	1·2	15·1
1956-57 . . .	9·11	75·7	20·1	3·1	1·0	15·6
1957-58 . . .	10·85	78·9	18·4	0·8	1·9	16·3
<i>Senior Basic</i>						
1952-53 . . .	0·48	87·5	2·1	..	10·4	5·0
1953-54 . . .	0·64	85·9	6·3	1·5	6·3	6·1
1954-55 . . .	0·80	86·3	7·5	1·2	5·0	7·0
1955-56 . . .	4·06	80·5	13·3	2·5	3·7	26·3
1956-57 . . .	5·09	83·5	11·4	2·1	3·0	29·7
1957-58 . . .	6·26	82·9	12·6	2·0	2·5	30·1

During the period under review the expenditure on junior basic schools was almost doubled, while that on senior basic schools multiplied more than 10 times. Government shared major part of this burden as about 70 to 75 per cent of this expenditure on junior basic schools and about 80 to 88 per cent of that in senior basic schools came from this source. Taking local bodies also into account, about 90 to 95 per cent of the expenditure was met by public funds. It

is, therefore, very necessary to encourage private organisations to come forward to take a more prominent part in the field of Basic education. As regards the comparison between the expenditure on basic and primary/middle schools is concerned, the position was heavily weighted in favour of primary and middle schools whose number is much larger than the number of junior and senior basic schools.

The number of teachers working in basic schools is depicted below—

Table CXXXIV—Teachers in Basic Schools, 1952-57

Year	Teacher in Junior Basic Schools			Teachers in Senior Basic Schools		
	Total	Trained	Percentage of Trained to Total	Total	Trained	Percentage of Trained to Total
1	2	3	4	5	6	7
1952-53 . . .	86,911	60,027	69.1	5,237	4,871	93.0
1953-54 . . .	88,335	67,559	76.5	7,135	6,524	91.4
1954-55 . . .	93,378	74,525	79.8	8,803	7,734	87.9
1955-56 . . .	1,11,347	87,061	78.2	39,672	31,624	79.7
1956-57 . . .	1,19,366	93,400	78.2	52,552	38,684	73.6
1957-58 . . .	1,34,927	1,05,704	78.3	57,846	43,869	75.8

It will be seen from above that the number of trained teachers has been rising both in junior as well as in senior basic schools; but whereas the percentage of trained teachers in junior basic schools increased from 69.1 in 1952-53 to 78.3 in 1957-58, in senior basic schools it decreased from 93.0 per cent in 1952-53 to 75.8 per cent in the 1957-58. The decrease in the percentage of trained teachers in senior basic schools has been mainly due to the tremendous expansion that took place in this type of education in 1955-56 and 1956-57. Numerically, trained teachers of these schools multiplied 8-fold during the period under review.

High/Higher Secondary Education

Education of this level is provided in high/higher secondary schools and in some cases even in classes attached to colleges. The number of attached classes

being not available, the number of high and higher secondary schools is shown below—

Table CXXXV—Number of High/Higher Secondary Schools, 1952-57

Year	Number of High and Higher Secondary Schools		Percentage of Girls Schools	Percentage of Schools Managed by		
	Total	For Girls		Government	Local Board	Private Bodies
1	2	3	4	5	6	7
1952-53 . . .	8,719	1,245	14.3	13.9	12.7	73.4
1953-54 . . .	9,519	1,377	14.5	14.2	12.8	73.0
1954-55 . . .	10,200	1,501	14.7	14.6	12.8	72.6
1955-56 . . .	10,838	1,583	14.6	14.9	12.9	72.2
1956-57 . . .	11,805	1,758	14.9	15.3	13.0	71.7
1957-58 . . .	12,639	1,889	15.0	19.0	10.1	70.9

During the quinquennium under report, the number of high and higher secondary schools increased by about 4,000, that is at an average rate of 800 per year. Girls' schools were hardly 15 per cent of the total. In the interest of girls' education as a whole it is very necessary to have a larger number of girls' secondary schools which provide women teachers to primary schools and students to universities and colleges.

As regards the management of high and higher secondary schools, private enterprise still predominated, although government and local boards are steadily assuming larger measure of responsibility in this sector also.

The progress in respect of the number of students receiving Secondary education is indicated in the following table—

Table CXXXVI—Number of Students at High Stage, 1952-57

Year	Boys	Girls	Total	Percentage of Girls to Total
1	2	3	4	5
	(In Lakhs)			
1952-53	15.50	2.75	18.25	15.1
1953-54	14.87	2.74	17.61	15.6
1954-55	16.02	3.06	19.08	16.0
1955-56	16.56	3.47	20.03	17.3
1956-57	18.73	3.82	22.55	16.9
1957-58	19.84	4.29	24.13	17.8

In 1957-58, the total enrolment at the secondary stage rose to one and a half times as much as what it was five years ago. Girls, although forming only about one-sixth of the total enrolment, however, increased by about 56 per cent during the same period.

Like other stages of education, secondary stage is also not of uniform duration in all States. The following table gives the enrolment in classes IX to X/XI throughout the country and the same has been related to the population in the age-group 14-16/17 and the resulting percentage have been indicated—

Table CXXXV II—Enrolment in Classes IX—X/XI, 1952-57

Year	Enrolment in Classes IX-X/XI			Percentage of Enrolment to Population in the Age-group 14-16/17		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
1952-53 . . .	12.91	2.28	15.17	10.6	2.0	6.4
1953-54 . . .	13.57	2.38	15.95	11.0	2.1	6.7
1954-55 . . .	14.26	2.73	16.99	11.4	2.3	7.0
1955-56 . . .	15.39	3.18	18.57	12.2	2.7	7.4
1956-57 . . .	16.63	3.44	20.07	14.6	3.0	9.1
1957-58 . . .	17.93	3.90	21.83	14.7	3.4	9.2

With the general expansion of Secondary education as shown above, the number of secondary school teachers also increased considerably. During 1952-57, the increase was of the order of about 70,000 that is, about 14,000 per year. Of the total number of teachers, about 20 per cent were women. The percentage of trained teachers has been rising continually, the percentage being 62.8 in 1957-58 as against only 55.3 in 1952-53. The details are shown in the following table—

Table CXXXVIII—Teachers in High/Higher Secondary Schools, 1952-57

Year	Total Number of Teachers	No. of Women Teachers	Percentage of Women Teachers	Number of Trained Teachers	Percentage of Trained Teachers
1	2	3	4	5	6
1952-53	1,52,341	25,084	17.1	84,312	55.3
1953-54	1,65,117	28,300	17.1	94,361	57.1
1954-55	1,75,986	31,400	17.8	1,02,201	58.1
1955-56	1,89,794	35,085	18.5	1,13,338	59.7
1956-57	2,05,617	39,146	19.0	1,25,845	61.2
1957-58	2,21,695	43,203	19.5	1,39,175	62.8

For the direct expenditure on high and higher secondary schools, the position is shown in the following table. It does not include the expenditure incurred on secondary classes attached to colleges, but includes expenditure on middle and primary departments (wherever attached) to high and higher secondary schools.

Table CXXXIX—Expenditure on High/Higher Secondary Schools by Sources, 1952-57

Year	Total Expenditure	Percentage of Expenditure met from			
		Govt. Funds	Local Board Funds	Fees	Other Sources
1	2	3	4	5	6
1952-53	28.43	35.8	3.7	50.7	9.8
1953-54	31.64	35.6	3.7	50.9	9.8
1954-55	34.07	37.4	3.8	49.2	9.6
1955-56	37.62	39.9	4.2	46.7	9.2
1956-57	41.59	42.0	4.1	44.1	9.8
1957-58	46.47	44.4	4.5	41.5	9.6

The total expenditure continued to rise from year to year. On percentage basis, public funds assumed a larger measure of responsibility. It is gratifying to observe, thanks to the liberal grants from public funds, that the dependence of secondary schools on the income from fees is steadily decreasing.

Of the above expenditure, about 70 to 75 per cent was incurred on teachers' salaries, and the rest on contingencies and equipment. The steady rise in the average salary of a teacher in high/higher secondary schools is indicated below:

Table CXL—Salaries of High/Higher Secondary School Teachers, 1952-57

Year	Total Expenditure on High/Higher Secondary Schools	Expenditure on Teachers Salaries	Percentage of Expenditure on Teachers Salaries	Average Annual Salary per Teacher
1	2	3	4	5
	(Rs. in Crores)			
1952-53	28.43	20.89	73.48	1,371
1953-54	31.64	22.93	72.47	1,389
1954-55	34.07	24.33	71.43	1,383
1955-56	37.62	27.08	72.00	1,427
1956-57	41.59	29.01	71.44	1,411
1957-58	46.47	33.31	71.68	1,503

Output of matriculates is given in the following table:—

Table CXLI—Results of Matriculation and Equivalent Examinations, 1952-57

Year	Number Appeared	Number passed	Pass Percentage	Number of Girls included in Col. 3	Percentage of Girls among Matriculates
1	2	3	4	5	6
1952-53 . . .	7,24,799	3,34,760	46·2	45,509	13·6
1953-54 . . .	8,18,620	3,97,005	48·5	59,888	15·1
1954-55 . . .	8,30,001	4,00,014	48·2	65,481	16·4
1955-56 . . .	9,20,026	4,29,494	46·7	72,328	16·8
1956-57 . . .	10,12,309	4,66,764	46·1	83,046	17·8
1957-58 . . .	10,79,966	5,21,552	48·3	91,179	17·5

It will be seen from the above table that, while the number of candidates appearing in the matriculation and equivalent examinations increased by about 50 per cent in five years, the output rose by 55·8 per cent during the same period. The number of girl matriculates, who formed about one-sixth of the total number of matriculates almost doubled during the same period.

Higher Education—This discussion covers not only the universities and the colleges attached to them, but also the institutions of higher education which are not affiliated to the universities.

The number of universities increased from 29 in 1952-53 to 38 in 1957-58. There has been a similar rise in the number of colleges and other institutions of higher education as shown below:

Table CXLII—Number of Institutions for Higher Education, 1952-57

Year	Universities	Research Institutions	Colleges & Institutions		
			For General Education	For Professional Education	For Special Education
1	2	3	4	5	6
1952-53 . . .	29	31	581	239	79
1953-54 . . .	30	35	613	253	87
1954-55 . . .	31	33	657	291	106
1955-56 . . .	32	34	712	346	112
1956-57 . . .	33	41	773	399	128
1957-58 . . .	38	43	817	489	148

During the period under review, research institutions rose by 38.7 per cent colleges for general education by 40.6 per cent, colleges for professional and technological education by 104.2 per cent and colleges for special education by 87.3 per cent.

The total enrolment at the university stage (including that in the university teaching departments) is shown in the following table:—

Table CXLIII—Enrolment at the University Stage, 1952-57

Year	General Education		Professional and Technical Education		Special Education		Higher Education		
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Percentage of Girls
1	2	3	4	5	6	7	8	9	10
(Figures in Lakhs)									
1952-53	4.15	0.54	1.10	0.06	0.08	0.02	5.33	0.62	11.6
1953-54	4.73	0.61	1.21	0.07	0.09	0.02	6.03	0.70	11.7
1954-55	5.29	0.72	1.35	0.09	0.11	0.03	6.75	0.84	12.4
1955-56	5.75	0.84	1.49	0.09	0.12	0.03	7.36	0.96	13.1
1956-57	6.25	0.96	1.62	0.11	0.14	0.04	8.01	1.11	13.9
1957-58	6.62	1.07	1.82	0.14	0.18	0.04	8.62	1.25	14.5

The number of students undergoing higher education increased by 3.29 lakhs (61.7 per cent) during the five years under review giving an average increase of 0.66 lakhs per annum. This increase was shared by all types of higher education, the biggest share going to General education. On percentage basis, the highest rise of 65.5 per cent was in respect of Professional and Technical education. Girls in higher education rose by 0.63 lakhs or 101.6 per cent during the same period. The break-up of enrolment for General education by stages is shown below:

Table CXLIV—Enrolment for General Education by Stages, 1952-57

Year	Total (In Lakhs)	Intermediate		Degree		Post-Graduate & Research	
		Number (In Lakhs)	Percentage to Total	Number (In Lakhs)	Percentage to Total	Number (In Lakhs)	Percentage to Total
1	2	3	4	5	6	7	8
1952-53	4.15	2.84	68.4	1.09	26.3	0.22	5.3
1953-54	4.73	3.28	69.3	1.22	25.8	0.23	4.9
1954-55	5.30	3.71	70.0	1.34	25.3	0.25	4.7
1955-56	5.75	3.96	68.9	1.51	26.2	0.28	4.9
1956-57	6.25	4.26	68.1	1.68	26.9	0.31	5.0
1957-58	6.62	4.39	66.3	1.89	28.6	0.34	5.1

About two-thirds of the students for General education were studying at the intermediate stage, about one-fourth at the degree stage and the rest at the post-graduate and research level. The percentage of increase in enrolment at intermediate, degree and post-graduate and research stages was 54·6, 73·4, and 54·5 during the period under review.

The progress in the number of students receiving Professional and Technical education, by subjects, is given below:

Table CXLV—Enrolment in Professional Subjects Collegiate Stage, 1952-57

Year	Agriculture	Commerce	Education	Engineering & Technology	Law	Medicine	Others	Total
1	2	3	4	5	6	7	8	9
1952-53	4,235	44,859	8,034	14,869	17,808	18,352	2,370	1,10,527
1953-54	4,496	47,813	8,848	16,801	19,517	20,893	2,737	1,21,105
1954-55	4,827	52,960	11,547	18,834	19,651	23,488	3,490	1,34,797
1955-56	5,877	58,918	14,280	19,858	20,268	25,072	4,721	1,48,994
1956-57	7,051	61,303	17,261	21,905	20,817	27,289	5,838	1,61,464
1957-58	9,304	63,206	22,051	28,391	22,598	30,317	6,286	1,82,153

As the duration of the professional courses differs, inter-subject comparisons in the number of students is not valid. Barring 'Other Subjects', the greatest progress during the period was recorded by "Education" which was as great as 174·5 per cent. Next to come in order were: Agriculture 119·8 per cent; Engineering and Technology 90·9 per cent, Medicine 65·2 per cent; Commerce 40·9 per cent and Law 26·9 per cent.

The expenditure on institutions for higher education is shown below:

Table CXLVI—Expenditure on Institutions for Higher Education, 1952-57

Year	Universities	Boards of Education	Research Institutions	Colleges for General Education	Colleges for Professional Education	Colleges for Special Education	Total
1	2	3	4	5	6	7	8
(In Crores of Rupees)							
1952-53	5·94	0·94	0·79	8·81	5·37	0·25	22·10
1953-54	6·55	1·15	1·21	9·58	5·61	0·27	24·37
1954-55	7·42	1·23	1·30	10·56	6·31	0·34	27·16
1956-57	9·20	1·50	1·75	12·82	7·79	0·49	33·55
1957-58	9·80	1·76	2·94	14·12	8·84	0·62	38·08

The total expenditure on higher education recorded an increase of 15·16 crores or 71·6 per cent from 1952-53 to 1957-58. The highest numerical increase of Rs. 5·31 crores was in respect of colleges for general education. On percentage basis, however, the increase was the greatest in the case of research institutions (272·3 per cent).

The distribution of the total expenditure on universities and colleges as met from different sources is given below:

Table CXLVII—Expenditure on Universities and Colleges by Sources, 1952-57

Year	Total Expenditure (Rs. in Crores)	Percentage of expenditure met from			
		Government Funds	Local Board Funds	Fees	Other Sources
1	2	3	4	5	6
1952-53 . . .	21·16	48·1	0·2	38·8	12·9
1953-54 . . .	23·22	48·7	0·2	39·8	12·3
1954-55 . . .	25·93	49·4	0·2	38·6	11·8
1955-56 . . .	28·38	47·6	0·3	39·4	12·7
1956-57 . . .	32·05	48·7	0·3	38·4	12·6
1957-58 . . .	36·32	51·0	0·3	38·1	10·6

The pattern in which the expenditure was met by various sources remained practically unchanged during the period under review. Government 48 to 50 per cent, fees 38 to 40 per cent, and the rest from other sources.

The out put of graduates (first degree) in selected fields of higher education is shown in the following table:—

Table CXLVIII—Examination Results, 1952-57

Year	B.A./ B.Sc.	Professional Subjects (I Degree only)					
		Agri- culture	Comm- erce	Educa- tion	Engg. & Tech.	Law	Medicine
1	2	3	4	5	6	7	8
1952-53	40,017	883	6,772	5,669	3,044	5,549	2,146
1953-54	50,178	943	7,231	6,174	3,464	6,581	3,131
1954-55	57,149	928	7,787	8,774	3,569	5,970	3,626
1955-56	63,989	882	8,504	10,364	4,316	5,584	3,307
1956-57	64,517	1,176	10,316	12,592	4,484	5,666	3,570
1957-58	73,179	1,798	11,878	14,363	4,854	5,856	4,014

The above table shows that the largest number of graduates are produced in Arts and Science. Among professional subjects, Education (Teachers' Training) topped the list in 1957-58, although Commerce held that rank in the beginning of the period under review. The order in which these subjects stand in respect of percentage of increase is: Education (153.4 per cent), Arts and Science (82.9 per cent), Medicine (87.0 per cent), Agriculture (103.6 per cent), Commerce (75.4 per cent) and Engineering and Technology (59.5 per cent). Production of Law graduates did not show any improvement

Vocational and Special School Education

The following table gives the number of some important types of vocational and special schools in the country:

Table CXLIX—Number of Vocational & Special Schools, 1952-57

Year	Agri- culture	Comm- erce	Engi- neer- ing & Techno- logy	Medi- cine	Tea- chers' Train- ing	Adult Schools	Others
1	2	3	4	5	6	7	8
1952-53	37	691	115	41	811	44,595	5,032
1953-54	38	765	122	75	808	39,965	4,968
1954-55	44	830	144	77	860	43,223	5,108
1955-56	77	898	158	82	930	46,091	5,825
1956-57	94	829	179	109	916	44,058	5,908
1957-58	105	877	226	115	901	45,961	6,197

Progress in the different types of these schools has been different. While medical and agricultural schools registered an increase of about 180.5 and 183.8 per cent respectively within five years, adult schools rose only by 3.1 per cent. Other significant increases are reported by engineering and technological schools (96.5 per cent) and commercial schools (26.9 per cent).

The enrolment in these schools is shown below:

Table CL—Enrolment in Vocational and Special Schools, 1952-57

Year	Agri- culture	Comm- erce	Engin- eering & Tech- nology	Medi- cine	Teach- ers' Training	Adult Education	Others
1	2	3	4	5	6	7	8
1952-53	1,978	54,197	20,839	3,602	71,031	10,88,784	2,23,869
1953-54	2,205	62,168	22,904	4,544	73,435	9,48,847	2,17,070
1954-55	3,000	72,510	28,111	5,089	76,706	11,11,405	2,32,311
1955-56	5,129	79,223	35,611	5,142	83,467	12,78,827	2,62,944
1956-57	6,116	79,889	41,938	6,569	83,218	12,04,985	2,77,318
1957-58	8,184	84,666	51,405	7,457	77,342	12,06,630	2,90,314

In respect of enrolment, the highest percentage of increase during the period under review is reported by agricultural schools (313·8 per cent), followed by engineering and technological schools (146·7 per cent), medical school (107·0 per cent), commerce schools (56·2 per cent), and adults schools (10·8 per cent). The lowest increase was in teachers' training schools (8·9 per cent).